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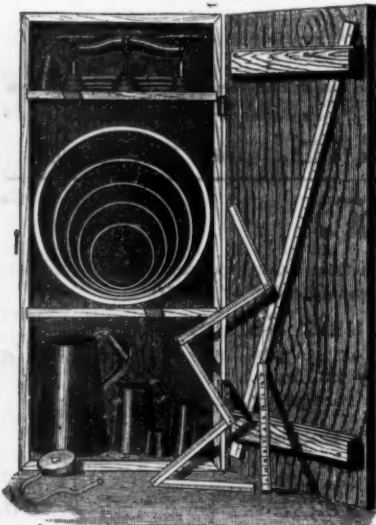
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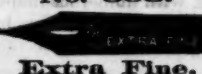


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CABLE dispatches state that the difficulty between the United States and Morocco, is as far from settlement as ever, as the Sultan refuses to submit the question to arbitration. The Slav Association has been revived in Russia. Its avowed object is to incite insurrections among the Slav peoples, until Russia shall gain possession of Constantinople. The New York daily papers are urging the construction of an underground railway, claiming that the elevated railroads are unable to meet the demands of passenger traffic. Carl Schurz, who is now in Germany, has been received with honor, and recently had a long interview with Bismarck. A carload of dynamite, and one of giant powder, blew up at Locust Gap, Pa., causing the loss of seven lives, and injuring twenty-seven persons. A score of houses were demolished, and the glass was shattered for miles around. The River and Harbor Bill, which makes appropriations of about \$20,000,000, passed the House. The German Emperor is again in a precarious condition, and his death is believed to be only a question of a short time. A medical expert has declared that his trouble is cancer.

AN education that teaches how to secure happiness in a future life is not enough. The life that now is, claims our immediate attention. A love of duty for the sake of duty, and not for the sake of reward, is the aim and end of true ethical training. Any system of morality, religion, or school work, that urges to labor through the spur of reward, here or hereafter, is essentially vicious. If we work as we ought to work, we do not work because we expect to be paid for it. The motive of an action is that which stamps it as evil or good. *Motive is everything.* If it is wrong to do evil that good may come, it is also wrong to do good that evil may come. It is possible to do wrong with a good intent, it is also very possible to do good with a wrong intent.

"Entire unselfishness" is the verdict passed concerning a good man's life. "Ideal," you say. Well, ideal let it be, if you please, but it is a grand ideal, nevertheless. Ideals are good as long as they are never realized. When they become realities, their charm as attractions is gone. So we say that a child should never be taught to work for a reward, or for the sake of happiness in a future life. Here and now let him do good, because it is good, and because it is right, and because it makes him happy at once, and will continue to make him happy at once, every time he repeats the experiment.

CITY AND VILLAGE SCHOOLS have become people's colleges. It was not so a generation ago, but it is so now; for ninety per cent. of all our children are educated in them. The old academy is dying. Seventy years ago there were more than 900 academies in New England; there are not 90 all told, good and poor, to-day. Village and city schools have supplanted them. Since this is so, it is of the utmost importance that great attention should be given to the methods of teaching, grading, and supervising our public free schools. Our supervising officers are to-day of more importance than our college presidents, for these direct the hundreds, while the former direct the thousands. The time is not distant when it will be hard to find a private secondary school. The old colleges will stay, but the private boarding school will go. The educational interest of to-day centers in and around the free public school, and this is as it ought to be. The signs of the times show us that our greatest strength should be applied in strengthening, beautifying, enlarging, and perfecting the free public school. Let us take wisdom from the signs of the times.

SCHOOL ECONOMY is a subject but little understood, yet it is of the utmost importance; thousands of pupils can attend school only for a limited time, and a wise direction of their work, so that they can accomplish the most in the least time, is a sacred duty. No subject should receive more intelligent thought than a course of study. How much precious time has been wasted by injudicious or ignorant direction? Here is a boy of twelve, who cannot in all probability attend school more than two or three years. What folly to make him study Latin! By his side is a girl of the same age, who has no special mental endowments; why should she vex her soul in trying to solve the riddles of algebra? Who can estimate the amount of the most precious time in all life wasted by the thoughtless or ignorant planning of a course of study? A boy comes to town from a rural district, and puts himself under the direction of a principal of a village school. Often this teacher gives this boy no study, but puts him to work at almost anything most agreeable to his ease; the result is, that the boy fails to do much, is neglected, and after a while becomes discouraged, and goes back to his rural home. Under proper encouragement, that

boy could have made himself an influential and useful man; as it is, he is content to sink below the level of mediocrity. Whose fault is it that his life is a failure?

THAT knowledge of our world that is of local interest, is of little value as mental discipline; but that which is so comprehensive and wide as to take in larger areas, has a great deal of both intellectual and commercial use. It is of little consequence to know how far Paris is from the ocean, or the exact situation of Berlin in Germany, but it is of great consequence to know the relation of France to Germany, and the British Islands to the rest of Europe. In our own country, the study of the comparative areas, means of inter-communication and climates of the various states, is essential to a thorough understanding of our productions, internal commerce, and political conditions. We often hear such questions asked as these: "What is the capital of Ohio?" "Who is the governor of Iowa?" "What are the principal rivers in Virginia?" Such questions may, under some circumstances, be necessary, but not by any means nearly as necessary as such questions as: "What is the rainfall of New Mexico compared with Louisiana?" "State causes?" "What water communication is there between Chicago and New York?" "What gives Baltimore its commercial importance?" Those topics that lead pupils to think of relations and causes are of great value, while those that relate only to the trivial items of minor details, can have but little commercial or mental use.

THE following incident contains an excellent lesson for boys and girls just about to leave school, perhaps forever:

At one of the mills in the city of Boston a boy was wanted, and a piece of paper was tacked on one of the posts, so that all the boys could see as they passed by. The paper read:

"Boy wanted. Call at the office to-morrow morning."

At the time named, there was a host of boys at the gate. All were admitted, but the overseer was a little perplexed as to the best way of choosing one from so many, and he said: "Now, boys, when I only want one of you, how can I choose from so many?"

After thinking a moment, he invited them all into the yard, and, driving a nail into one of the large trees, and taking a short stick, told them that the boy who could hit the nail with the stick, a little distance from the tree, should have the place.

The boys all tried hard, and, after three hard trials, each failed to hit the nail. The boys were told to come again next morning, and this time when the gate was opened, there was but one boy, who, after being admitted, picked up the stick, and, throwing it at the nail, hit it nearly every time.

And the boy, looking up, said: "You see, sir, we are poor, and I thought I would like to get the place; and after going home yesterday I drove a nail in the barn, and practiced throwing at it, and have come down this morning to try again."

The boy was admitted to the place.

Many years have passed since then, and this boy is a prosperous man; and at the time of an accident at the mills, he was the first to step forward with a gift of \$500 to relieve the sufferers.

The boy wanted the place. He was willing to work for it. He knew the steps that would give him success, and went to work to secure it. The other boys might have been smarter, but he was the only one who was in earnest. Few boys and girls are willing to put forth the energy necessary to earn success. They think it will come as the rain or the sunshine comes, and when it is too late, they find out their mistake. The most valuable things in this world cost effort to get.

THE MORAL MISSION OF THE TEACHER.

It is assumed by some that the principal mission of the teacher is intellectual. This is a mistake. The main object of school work is ethical. If any teacher loses sight of this he loses sight of his object of working. All the great teachers of the world, Pagan as well as Christian, have recognized this aim. The most elaborate codes of ethics have been formulated by Pagan philosophers in which the distinctions of duty have been clearly discriminated. The difficulty with the heathen philosophy of Confucius, Socrates, Plato, and Aristotle was not with statements or propositions,—these were excellent, but with *practice*. The best men of Greece and Rome came far short of living up to their ideals. Their theories were good, but their lives were bad. The excellence of the Christian religion consists in supplying a motive force to make men better. Confucius, before Christ, enunciated the golden rule. The ideal good man of Zeno was almost a Christian saint. "Seneca's Morals" was adopted by the schools in the Middle Ages as a textbook, and many of the sayings of Epictetus sound as orthodox as St. Paul. But all this didn't make Rome virtuous. Theories never uplifted humanity. When a force is applied to turn the tides of the soul towards the right, then some good is done. The difficulty has been that excellent moral doctrines have been repeated, not practiced in the schools. We are opening our eyes now to look upon things differently; and coming to see that a good life is lived, not professed. The living comes first; the professing, afterward. A good man boasts nothing. "See what I do." "Judge me by my works." This is his creed. "If I do not do what I ought to do, then my belief is not what it ought to be." Some will doubtless object to this theology, but no one can find fault with this philosophy.

Now for the application.

The worst way to teach children to be good is to make them commit the classified dogmas and formulated distinctions of speculative morals, however correct these statements may be. There is no warmth or life in a formulated dogma. Nothing is more thoroughly settled than the importance of moral lessons drawn from actual practice.

Morals with hands and eyes, on the alert, in the streets and at home, are infinitely more effective than formal repetitions of doctrine. *Teach children to do good and they will believe in the good.* In the old education, doctrine came first, practice afterward; in the new education, practice comes first and doctrine afterward. Children read the life of Christ to find out *what he did*; afterward, when they have grown older and more thoughtful, they read it again to find out *what he said*. Nothing pleases children more than accounts of adventures, travels, life stories; what touches life touches them. If we want to make children good we must study their natures, and influence them along the line of their activities, *leading them out into belief through life*. Here, in brief, is the philosophy of ethical teaching in public schools.

THE NATIONAL ASSOCIATION.

It is certain that the attendance at the National Association meeting at San Francisco in July will be large. It would be well, therefore, for those who intend to go, to make the earliest possible arrangement about hotel or other accommodations. Heavy wraps and underwear should be provided, since the climate at San Francisco and places on the way will render warm clothing necessary. The teachers of California are thoroughly awake, and determined that the teachers from the East shall receive a royal welcome. We can assure our Pacific brethren that the East is coming, if not a hundred thousand strong, yet, hundreds strong.

Since writing the above we have received a call from Dr. B. G. Northrop, who has just returned from California, and is enthusiastic in his praise of the energy displayed by the teachers of that state, to make this coming meeting the best in the entire history of the association. He has promised to write a letter which we hope to publish next week. Dr. Northrop's recent work in California was a pronounced success. He delivered thirty-one lectures on village improvement, and in many ways promoted the cause of tree-planting and village beautifying. No man in the country is doing more for forestry.

Does any reader of these lines know of any teacher who takes no educational paper? Please send his or her name to us. It will cost a cent, and may be the means of doing the rising generation a thousand dollars' worth of good.

A TEACHER'S PAY.

Col. Parker realizes constantly that a teacher's pay does not consist only of dollars and cents. He recently received a letter from a Kansas lawyer, who went to school to him thirty-one years ago, who says: "Often has my memory carried me back to that old red school-house where you did such good service in your early days as a teacher. You revolutionized the educational ideas of that town. Later you placed your hand on my head, as we stood in the building that replaced the old red hut, and said, 'Go up higher. Don't stop here in your education.' It was that word of encouragement which carried me to the fitting school at New London and through Dartmouth College. No teacher ever had such an influence over me as you had. My admiration and respect for you were unbounded. May God bless you in your work in the future, as he has done in the past."

Doesn't teaching pay?

DISCIPLINE IN SCHOOL.

Complaints are frequently heard of the rigidity of discipline in the public schools. Children are expected to obey without questioning and to do their work like automatons in the most mechanical way. Instructions once given to a class are not to be modified. If the teacher be so weak and inconstant as to change her mind, it is assumed that her authority will be at an end. Her personal infallibility is a dogma of modern education. She makes no mistakes either in sums of addition on the blackboard, or in any details of administration. No precocious lad or demure little miss must ever be allowed to catch her napping, or to trip her up in her talk. If there is untimely controversy from the benches, there is a vigorous application of the everlasting marking system. The inquisitive child gets ten marks for deportment, and is thereby taught to hold his tongue. Emerson once said of the English people, "Their God is precedent." The public school-teacher's god is system. Children must be taught to do everything mechanically, and to conform not only to the general regulations of the school-room, but also to the caprices and whims of the powers that be.—*The New York Tribune*.

EDUCATION BY DOING IN ILLINOIS.

Each of the state officers of Illinois has set out a tree with his own hands, in the state house grounds. Gov. Oglesby planted an elm, getting the tree and digging the hole himself. Secretary of State Dement planted an elm, State Superintendent Edwards and Attorney General Hunt each a hard maple, Supreme Court Clerk Snively an old hickory, State Treasurer Tanner, a sycamore from the Wabash, Auditor Swigert a larch; Dr. Wines, Secretary of the State Board of Charities, an elm; Appellate Court Clerk Jones an elm, Adjutant-General Vance a larch, Supreme Court Reporter Freeman, a hard maple, Secretary Lord of the Board of Labor Statistics and Dr. Rauch of the State Board of Health each an elm, and C. F. Mills of the State Board of Agriculture a box elder. Dr. Rauch is also about to issue a circular report upon tree-planting as a sanitary measure.

SCHOOL HYGIENE IN AUSTRALIA.

It is an interesting fact, especially in view of certain comparisons nearer home that it suggests, that in Australia the subject of school hygiene has received special attention for some years in the state or public schools. The teachers are particularly instructed to be careful about the spread of infectious diseases, and the public health law is sufficiently stringent to secure the exclusion of scholars and teachers from houses in which communicable diseases exist. In the state schools of Victoria, now for a number of years a system of object lessons has been given, with a view to imparting elementary instruction bearing upon the health of the people; these lessons generally include such subjects as food, clothing, ventilation, cleanliness, and the prevention of infectious diseases. There have also been given at stated times lessons for the treatment of snake bite, for the resuscitation of the drowned, and for the first aid to the injured. The department of education requires also some elementary knowledge on the part of teachers upon the subjects of sanitation and physiology.

UNIFORM STATE TEACHERS' EXAMINATIONS.

The Uniform State Teachers' Examinations have been adopted by all but seven of the one hundred and thirteen commissioners of New York State. Those who use them are enthusiastic about good results. The cities of Elmira, Rome, and Schenectady, have adopted them exclusively for the examination of their teachers. The superintendent of schools in the city of Elmira states that any teacher holding a first-class certificate from the uniform questions, is eligible to teach in the schools of the city, without further examination. We have published these questions in full in the *TEACHERS' INSTITUTE*, beginning with those for November, which appeared in the December number. A page devoted to them will be so valuable to the teachers, in this and other states, in their preparation for obtaining certificates, that we shall continue to print them each month.

PRIZES FOR ORIGINAL STORIES.

In the last *JOURNAL* appeared an offer of "Two Hundred and Fifty Dollars to be awarded to pupils under 18 years of age for best original stories." A lively interest has already been manifested by several classes in our schools who desire to send stories for competition: "Please give us in the *JOURNAL* any additional items regarding these offers that would be of interest to your readers and their pupils, and greatly oblige one who is interested." C.

We recognize the fact, that there is much more involved in these offers than the mere matter of dollars and cents. For some time past the publishers of *TREASURE-TROVE* have contemplated proposing to its readers some plan that would interest them especially in the subject of original letter or story writing and thereby arousing in their minds a desire to exercise their own powers of original thought and expression of ideas. It was at first thought that a series of prizes for best Original Stories written from pictures or illustrations would be the best method by which this could be effected—but this idea was afterward modified to an offer for best *Original Stories written from any subject of the writer's own choosing*. It was also believed that the amount offered should be liberal enough to assure an active cooperation and competition from a large number of schools. The publishers of the magazine are already much gratified at the assurance of interest in these offers that is already received. It is hoped that with the liberal conditions and amount of the prizes to be awarded, schools from all over the country will participate in the competition. The well-known character of the prominent teachers who have consented to act as judges will insure perfect fairness in the awarding of prizes for best work done.

The principal conditions upon which stories must be based are as follows: (1) Competitors must have been pupils in some public or private school during the present year and be not over eighteen years of age. (2) Stories must be original in thought and expression. (3) The writers must certify to the conditions named having been carried out. This must be also certified to, "according to best knowledge and belief," by class teacher or principal of school. (4) The story must not be over five thousand words in length but may be as much less as writer thinks best. Merit is what counts. (5) Stories must be sent in, before June 10th.

The *TREASURE-TROVE CO.* is a department of the publishers of *THE JOURNAL* and teachers can therefore be sure of prompt and careful attention to their pupils' work.

NEW YORK STATE TEACHERS' ASSOCIATION.

The coming meeting of the New York State Teachers' Association, to be held at Watkins early in July, will afford a rich treat to all who can attend. The program was given in full in a recent number of the *JOURNAL*. The Trunk lines have agreed to grant return tickets at one cent per mile to all who pay full fare in going. Hotels have offered reduced rates, and the local committees are actively engaged in doing all that can be done to insure the comfort of those who attend. The officers of the Association are as follows; President, J. W. Kimball, Amsterdam; Vice Presidents, W. H. Coats, Elizabethtown, Miss E. S. Hanaway, New York; Miss Amelia Morey, Potsdam, A. W. Norton, Elmira; Cor. Sec'y, Edward Danforth, Elmira; Rec. Sec'y's, Arthur Cooper, N. Y., A. W. Morehouse, Port Byron; Treas. C. N. Cobb, Waterford. A business meeting of the Executive Committee will be held at the Glen Park House, July 4, at four o'clock p. m.

BRIEF ITEMS.

NEW PALTZ has been enjoying a series of public lectures, given by members of the faculty of the State Normal School, on foreign countries, including one by Prof. John F. Woodhull, A.B., on "The Sea." Those still to be given are "Switzerland," by Prof. Charles D. Larkins, Ph.B., and "Spain," by Miss Mary L. Freeman, A.M.

PROF. CHARLES D. LARKINS, of the New Paltz (N. Y.) State Normal School, has resigned his position there to take charge of the mathematical department in the boy's division of the Central High School, of Brooklyn.

MR. H. V. S. PEAKE, a graduate of Hope College, Mich., class of '87, is now head of the Steele Academy, a missionary institution at Nagasaki, Japan.

A NUMBER of volumes containing the proceedings of the last National Educational Association still remain in our care. We have written twice to the owners, whose names are given below, but have not been able to reach them. The books will be kept, awaiting their orders: Mr. Rob't Arrowsmith, Marie L. Anna, R. F. Casey, L. Babcock, Edw. Forrester, Geo. C. Anna, Lu. Berwick, J. H. Hargraves, David Beech, C. P. Baker, R. M. Martean.

H. J. FRYE, president of the Mississippi Normal Training College, is a graduate of the National Normal University of Ohio, and is a teacher of ripe experience.

DR. E. E. WHITE, superintendent Cincinnati schools, is said to be opposed to industrial education in the public schools.

VASSAR COLLEGE has conferred the degree of LL.D., on Mrs. Christine L. Franklin, a Fellow of Johns Hopkins University.

F. W. ROBBINS, principal of Montoursville, Pa., schools, will be a member of the Muncy Normal School faculty this summer.

THERE are 1,800 school districts in Vermont which have less than twelve pupils.

THE Royal University of Ireland lately conferred the degree of Master of Arts on five young women.

PROF. MAX MULLER has been chosen the first Gifford lecturer on natural theology in Glasgow University.

DR. AND MRS. HAILMAN, of Indiana, will be among the special instructors at the summer school at Holton, Kas. Dr. H. teaches physiology, history of education and the superintendents' and principals' sections, while Mrs. Hailman teaches the Kindergarten classes, primary methods, &c.

MR. T. H. STURGEON, of Centralia, Mo., has accepted a position in the Marshall public schools.

By the will of the late William Bittinger, of Abbotstown, Adams County, Pa., Pennsylvania College becomes the recipient of \$17,000 and a farm near Mechanicstown, for which the testator paid \$27,000. The money, according to the provisions of the will, goes to endow the chair of the President of the College.

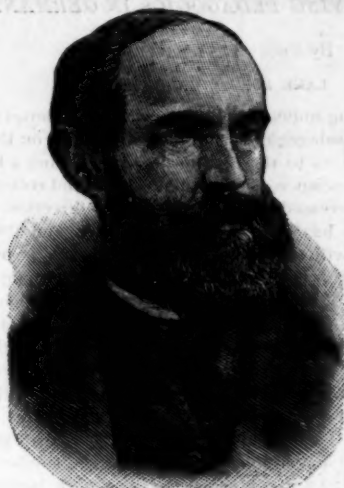
ALONZO STEELE, of Grinnell, Iowa, has given \$30,000 to endow the chair of mathematics and natural philosophy of Iowa College, the chair to be called in memory of his daughter, the "Myra Steele" chair.

THE UNIVERSITY OF MICHIGAN offers a choice of 242 courses of study—53 more than are offered by Harvard.

PROF. T. F. CRANE, and the Hon. Eugene Schuyler, of Alaisio, Italy, a former lecturer of Cornell, have been chosen by that college as delegates to the celebration of the eight centenary of the University of Bologna, next June.

ONE of the first official acts of the Emperor Frederick, of Germany, was the conferring of the rare and exalted order of the Black Eagle on his wife.

PROF. CHAS. F. CONWELL, of Dover, Del., has been elected professor of Ancient Languages in Delaware College, Newark, Ohio.



G. STANLEY HALL, Ph.D.

This gentleman has accepted the presidency of Clark University, Worcester, Mass. His work as professor of psychology and pedagogics in Johns Hopkins University has been most successful. He is a graduate of Williams College, of the class of 1867, and spent a number of years in Europe in the study of modern educational systems. Although comparatively a young man, he holds a high rank among the learned men of the country.

The official letter to Dr. Hall contains the following, which is taken as defining more clearly than has yet been publicly done, the scope of the new institution: "In the work to which you are thus called, the trustees promise you a hearty and unselfish co-operation. They desire to impose on you no trammels. They have no friends for whom they wish to provide at the expense of the interests of the institution, no pet theories to press upon you in derogation of your judgment, no sectarian tests to apply, no guarantees to require, save such as are implied by your acceptance of this trust. Their single desire is to fit men for the highest duties of life; and to that end that this institution, in whatever branches of sound learning it may find itself engaged, may be made a leader and a light. To this high purpose they have dedicated their university, and in calling you to the first position of influence and authority for its accomplishment, they give you their present confidence, and the assurance of sympathy, co-operation, and support."

In his letter to acceptance Dr. Hall writes: "The work of organizing another college of the old New-England type, or even the attempt to duplicate those that are best among the established institutions, old or new, would not induce me to leave. But as I have come to know the rare educational wisdom, as well as the rare munificence, of your founder; the single and express desire of the corporation that in whatever branches of sound learning it may engage, the new university may be a leader and a light; the many advantages of location afforded by your city, which seem to make the place of this great foundation no less auspicious than is the present time; the public co-operation, interest and good will of your citizens, and as I realize how these influences, once fairly organized, must tend in this day to still further university progress along old lines and the opening of new ones, I am drawn with hope and enthusiasm, too strong to resist, from this present to the future service to which you call me."

INDUSTRIAL WORK FOR POOR CHILDREN.

ONE HUNDRED AND FIFTY BOYS AND GIRLS TAUGHT TO RELY UPON THEMSELVES.

The Wilson Industrial School of New York City, one of the oldest of its kind, and among the first to introduce industrial education among its pupils, has a daily attendance of 150 boys and girls who are taught to make use of their hands. Five classes during the year 1887 have completed 491 garments for themselves, besides articles of linen wear and some patch-work. A reading-room has lately been established for the young lady graduates, who work in factories or stores through the day, where they can spend the evening reading, enjoying games or playing on the piano. The room is fitted up similar to that for the boys and contains a library, books, and the best periodicals. There is a dispensary in connection with the school, and during the last year more than 2,000 prescriptions have been furnished.

THE PENNSYLVANIA STATE NORMAL SCHOOLS.

By Prof. GEO. G. GROFF.

During the past year, these schools have been subject to a good deal of criticism. The following seem to be the principal objections urged against them.

1. The course of study is entirely too short, and students are graduated with the most meager attainments. The law requires an attendance of but 26 weeks, at the end of which time, the pupil may receive a diploma. It has been felt that the standard of excellence in many of these schools has been the number of pupils present, and not the quality of the work done.

2. The schools are not normal or training schools, a very large proportion of their pupils being young persons who never expect to teach, and who should hence be in the academies of the state. They generally receive students of all ages and without examination.

3. Some of the schools have strongly discouraged liberal education, holding out to their pupils that a normal course is as good as one at college.

4. While existing to train teachers, in these schools, young and totally inexperienced persons have often been employed. Sometimes these young persons are from the last normal class, at other times from some college.

5. There is no uniformity of standard among these schools, some having a fair standard, others a very low one.

6. The examinations have not been fair tests. It is undoubtedly true that some persons have been promised diplomas, if they would only attend the term required by the state. These examinations are not open to the public, though a diploma exempting the graduate from all future examinations is granted.

7. Some of the schools with money in their treasuries, and with incomes above all expenses of from \$10,000 to \$20,000 a year, continue to draw state appropriations. They do this, without lessening the tuition fees, without confining themselves to normal work, or in any sense making the schools answer the purpose for which they were established.

It is the existence of this condition of things which has given rise to the present discussion, from which it is already evident much good will result. The normal school men disclaim any desire to perpetuate false conditions, and it is the hope of all that the evils complained of will speedily be corrected.

SUMMER SCHOOL OF LANGUAGES AT AMHERST COLLEGE.

The session for 1888 begins July 2, and continues five weeks. The classes meet in the recitation and lecture rooms of the college every week day, except Saturday. Instruction is given in French, German, Italian, Spanish, Latin, Greek, Hebrew, Anglo-Saxon, Early English, Syntax and Literature. To the library and reading-room, the art gallery and the collections of natural history, all members of the school have free admission. The instruction is based on the oral, or inductive method, combined with grammar and exercises. The mornings are devoted to recitations, the afternoons and evenings to lectures, art, gymnastics, or recreation; Saturday to picnics and excursions. Public receptions are also held, to which all the members of the school, graduates, and families connected with the College are invited. They are designed to bring teachers and pupils into more free and familiar intercourse, and to offer opportunities for recreation and social culture.

The fundamental idea of this school is to furnish the best instruction in different departments, at the least possible expense to the pupils, and, especially in French and German, to establish a sort of foreign society pervaded by such a linguistic atmosphere that every one who enters it, even as a spectator, shall be inspired with new vigor and enthusiasm in language studies. The amount of study is entirely optional.

The corps of instructors includes many distinguished linguists and teachers of languages from colleges and preparatory schools.

The charges for tuition during the entire session are \$16.00, payable in advance, including one or all of the languages, and all the lectures. Board at reasonable rates can be obtained in the village of Amherst.

M. L. Alliot, correspondent of the French National Educational Association, writes of this school:

"That which leaves an ineffaceable impression upon my mind is the character of those classes,—men and women of all ages becoming scholars with a simplicity so perfect, showing always the same intelligent curiosity, the same perseverance, the same ambition to know. It is with a sentiment of respect and admiration ever new that one looks upon these great colleges of America, for they are the highest expression of courage, of energy, of intelli-

gence and of faith. Is there a spectacle more inspiring for every being who thinks and has a heart, than that of the prodigies accomplished in the direction of instruction by the American people during that space of less than three centuries which separates the present epoch from the time when the venerated groups of the first pilgrims landed, Bible in hand, on the rock of Plymouth? Perhaps in New England more than elsewhere is found the impress of the spirit of the first colonists,—the goodness, the simple dignity, the serious and reflective intelligence. This is what gives to Amherst a particular character and charm, and secures for its summer school the rank which the college holds among the great institutions of America."

AN INSTRUCTIVE TABLE.

The following tabulation is full of instruction. As a temperance lesson it cannot be excelled. Written on the board or printed on a large sheet of paper and hung on the walls of the school-room, it would make a temperance lesson to which no one could object, and from which liquor sellers and their apologists can gain twenty-two important lessons. It will be seen, at a glance, to be a view of the per capita expenditure of the states named for schools and saloons. We are indebted to the *Voice* for this view.

| STATES | SCHOOLS | SALOONS |
|--------------------------|---------|---------|
| Alabama - - - - - | .55 | 2.74 |
| Arkansas - - - - - | .92 | 2.56 |
| Georgia - - - - - | .42 | 4.89 |
| Kentucky - - - - - | .39 | 7.64 |
| Louisiana - - - - - | .44 | 18.09 |
| Mississippi - - - - - | .67 | 3.48 |
| North Carolina - - - - - | .44 | 4.38 |
| South Carolina - - - - - | .39 | 3.06 |
| Tennessee - - - - - | .61 | 4.00 |
| Virginia - - - - - | .87 | 5.54 |
| California - - - - - | 3.50 | 40.16 |
| Connecticut - - - - - | 2.67 | 15.88 |
| Illinois - - - - - | 3.09 | 12.41 |
| Indiana - - - - - | 2.53 | 10.54 |
| Massachusetts - - - - - | 3.68 | 14.74 |
| Michigan - - - - - | 2.26 | 11.41 |
| Minnesota - - - - - | 2.12 | 13.03 |
| New Jersey - - - - - | 1.89 | 21.47 |
| New York - - - - - | 2.49 | 22.78 |
| Ohio - - - - - | 2.78 | 17.81 |
| Pennsylvania - - - - - | 2.12 | 14.78 |
| Wisconsin - - - - - | 2.33 | 14.47 |

FOUR PRIZE ESSAYS.

The American Public Health Association have published four essays that were awarded the prizes offered by Henry Lomb, of Rochester, N. Y. They were printed by the Republican Press Association, Concord, N. H., and the subjects and authors are as follows: "Healthy Homes and Foods for the Working Classes, by Victor C. Vaughan, M.D., Ph. D., professor in the University of Michigan; "The Sanitary Conditions and Necessities of School-Houses and School Life," by D. F. Lincoln, M.D., Boston, Mass; "Disinfection and Individual Prophylaxis against Infectious diseases," by George M. Sternberg, M.D., Major and Surgeon, U. S. Army; "The Preventable Causes of Disease, Injury, and Death in American Manufactories and Workshops, and the Best Means of Preventing and Avoiding them," by George H. Ireland, Springfield, Mass.

The first of these essays treats of homes and their surroundings, the relative economic values of animal and vegetable foods, etc., and is an able and exhaustive view of the subject in the light of the latest scientific discoveries, and at the same time the language is simple and easily understood.

The essay on "The Sanitary Conditions and Necessities of School-Houses and School Life" will be of most value to school officers and teachers; and, measuring their advancement with the standard laid down here, they can determine how far short of the ideal they fall. They will find bad drainage, ventilation, heating, water supply, the hygiene of the eye, physical training, contagious diseases, and other subjects treated in a thoroughly scientific manner.

The essay on disinfectants is no less valuable in its way than the others, and especially is thorough in its treatment of the subject.

The great liability to accidents in factories renders the one who devises means for preventing them truly a public benefactor. This essay, then, will be read with as much interest as any of the four. It is hard to compute the amount of good this association is doing in circulating these essays, which should be in every home in the country. They may be obtained, bound in one volume, for fifty cents, or separately in pamphlet form. Dr. Irving A. Watson, Concord, N. H., is secretary of the association.

STUDYING PEDAGOGICS IN GERMANY.

By PROF. LEVI SEELEY, Ph.D.,
LAKE FOREST UNIVERSITY, ILL.

One strong indication of the awakened interest in the subject of pedagogics is the frequent inquiry on the part of teachers, as to the best means of obtaining a knowledge of the science. Our normal schools and colleges are offering increased advantages in this direction. The last decade has witnessed great advance, and the next ten years will surely bring about still greater results.

Though this is still an infant science, Germany is far in advance of other nations in practical and theoretical pedagogics. While the object of this article is not to belittle efforts making in America, in the direction of scientific pedagogics, it cannot be denied that Germany offers superior advantages. Let every teacher avail himself of every advantage that comes within his reach, whether it be at home or abroad. The great want of our educational system is better trained teachers. If we ever make our schools better, it will be because we have first made our teachers better. This is not a plea for a longer normal school or college curriculum, but for better *trained* teachers. It is an earnest plea for *teachers*, educated, consecrated, well-equipped *teachers*. The great mass of instructors can avail themselves of the opportunities which lie so near at hand, and which are within their reach. They will avail themselves of them more and more, because the schools, the parents, the age, demand it.

But there are some, who can and will avail themselves of the wider advantage of study of pedagogics in Germany. They are few as compared to the other class who cannot go, but they are ever increasing in number. They constitute a respectable portion of the readers of the *SCHOOL JOURNAL*, and for them is this article specially written. I shall give such points as, in the light of three years' experience abroad, would have been most valuable to me had I known them beforehand. The first question that will naturally arise is

THE EXPENSE.

Of course it is the same in Europe as in America, there are abundant opportunities to spend money. But I shall use my statements on a fair calculation of needs, from a real economical standpoint. I mean by this, a plenty of wholesome food, decent clothing, with a fair amount for recreation and books. A student cannot afford to live on insufficient and innutritious food. There is no economy in that. Clothing is inexpensive, and then fashion makes no strong claims on the German student or the student in Germany. Six hundred dollars a year will board, clothe, pay all university dues and necessary expenses, and leave a margin for some travel. This allows no extravagance, as one will readily see; but it will furnish everything that belongs to decent living, and all that is necessary for good health. Two thousand dollars will allow one to take a first class passage to Europe and back, pay all expenses of three years of student life in Germany, admit of visiting the chief parts of Germany, France, Italy, Switzerland, Austria, and the British Isles, during vacations, and leave a handsome surplus for books. I need not add that one can easily spend more, but it will prove ample to one of fairly economical habits. The economical habits of the Germans begin soon to exert an influence upon those who take up their lives among them, and foreigners soon learn to live, and travel, and obtain all necessities at small expense, and to do it well.

en teachers will want to know

THE BEST TIME TO GO.

Supposing that a teacher is employed till the end of June, he should lay his plans to soon after that as possible. This is particularly true of such as are not masters of German. It would also be true for one who had had no more German than the average American college gives. As soon as one has decided to go, every spare moment should be devoted to study of German, under a teacher who knows good German. Poor German would be a hindrance rather than a help as a bad pronunciation is a very serious detriment. By going to Germany in July or August, two or three months can be devoted to study and conversation before the winter semester of the university opens. This is very essential, and it enables one to become familiar with the new life and customs. All the universities open the latter part of October, and continue till the beginning of March, with holiday vacation of three weeks. After about six weeks' vacation at Easter, the summer semester opens in April, and continues till August. The vacations furnish ample time for travel, which should certainly be taken ad-

vantage of. I would advise going to a small university town like Jena, Erlangen, Heidelberg, or Göttingen, and take board in a "Pension," being careful to secure a place where good German is spoken. The advantage of a university town is that one becomes settled where one expects to work. Take a private teacher in German, and devote all energy in obtaining a mastery of the intricate language. Make acquaintances, and that is one of the great advantages of small place acquaintances, being so much more easily made than in a large one; take walks, go to church, throw yourself in way of every opportunity to train the tongue, and the ear to use German. Two or three months in this way are of utmost value. As soon as the term opens,

ENTER THE UNIVERSITY.

no matter what progress you have made, and begin to hear the lectures. If you understand but little at first, it will not be long before the ear separates the meaningless guttural jargon into intelligence. Another reason for entering the university immediately is, if later it is decided to enter for a degree, every semester to one's credit is an item of advantage in the eyes of German professors. It does not matter so much to them, whether much or little work is done, the semester counts.

After the term opens, there will be opportunities to exchange English for German with students. This is of value as a means of conversation, but of little account for work in grammar, without you pay for your lesson. Walks will be taken, pleasure indulged in, and the conversation be carried on; mostly in English, if you are not as sharp as your German friend.

To enter the university one will need a diploma or A PASS.

If you possess a college diploma, it should be taken abroad with you. A government passport should be obtained also. It establishes your identity, and will admit you to any university, though would not suffice to entitle you to be a candidate for a degree. It is convenient in traveling, though it would seldom be asked for. Again the question is often asked, "To what place shall I go?" I have already said to a small university town. To be still more definite, there are several reasons why Jena should be chosen by one who wishes to study pedagogics. It was the home of the late Stoy, and many of the pedagogical traditions associated with his name still cling to the place. Prof. Rein, who occupies the chair of pedagogics in the university, is one of the best known pedagogues of Germany to-day. He has written numerous works, and is exerting a wide influence, which is attracting to Jena many students from all parts of Germany, and from other lands. None of the other smaller universities can be compared with Jena for pedagogical work, both of a theoretical and practical character.

After a student has been there a year, he will know his own wants, and will also know where to go to satisfy them. No advice from me is necessary on this point, further than to say, go to some of the large universities after two or three semesters. As most German professors have three or four courses only, and after completing their list they begin over again, no student takes his whole course at one university. This gives one an opportunity to hear many learned men, and become acquainted with various lines of thought. Even if one feels that he cannot afford the time and money for a three years' study, it is better to do regular work at the university. It often occurs that the time can be extended by some sacrifices; or one can return and complete his course at a later period.

The work in Germany will lose much of its value, if one does not

VISIT THE SCHOOLS.

All kinds of schools should be visited systematically, and often German teachers, while they exclude the parents of their pupils, welcome gladly a foreigner, who is a teacher. This visiting can be done without interfering with the university work. I found it very profitable recreation to drop into a school for an hour or two between my lectures. Do not think you have mastered the German school system, and the German methods of instruction after you have been a few months in Germany, and witnessed a few lessons. If you really think that you do comprehend it, do not publish your views immediately, you will change your mind after many months of study, and conclude that you were mistaken. I have known American teachers, after a few weeks in visiting schools, to write wise descriptions of German methods and German schools. Thereby many a false impression of German pedagogics has been given, and the writer has made himself ridiculous. No one, brought up

under our plan of teaching, can comprehend the German methods without many months of most careful observation and study. Lastly, I would say, collect a pedagogical library. Every teacher ought to possess a library of works bearing on his profession just as much as a doctor or a lawyer should possess medical or law books. With professional books there is the appearance at least of a profession. Who shall say that shelves well filled with Blackstone and Coke do not make a great impression in a lawyer's favor, when a client calls on him for consultation? Equally so do professional books compel respect for the schoolmaster. But there is something more than the possession of the books on one's shelves, and the respect thereby commanded; they contain just what you want for your professional growth and success. If you are to win and hold the respect of educators, you will need to go frequently to your professional books. The German contains the richest pedagogical literature in existence. Aside from the vast number now existing, there are issued an average of twelve hundred new pedagogical works every year. A knowledge of German open up this wonderful treasure to you, and furnishes a boundless field to explore, an inexhaustible source from which to draw.

While I have given the most essential points necessary to start one in this important undertaking, there are many others which will best be learned by experience after one is on the ground.

CIVIC TRAINING IN THE PUBLIC SCHOOLS—III.

By EDWARD W. BEMIS, Ph.D.
DIVISION OF LABOR.

Having proceeded thus far with our study of labor and how to increase its efficiency, a visit should be made by the pupils, if possible, to some factory and the teacher should accompany them and direct attention to some points soon to be referred to. If a visit is impracticable let some one or more who can make the visit or recall the results of some previous visit and confirm the fact that in such a place an employe simply tends one machine or does one kind of simple work from morning till night. This is called division of labor. By it, in many cases, one hundred times as much can be done in a day by the employes as could be done by the same number working independently and each making a complete product. The manufacture of cloth, tools, or flour are examples.

One thousand men in Minneapolis, all working in one mill, and each doing one one-thousandth of the work of transforming the wheat into flour and packing it for market, may manufacture 5,000 barrels a day, or five barrels apiece, whereas one man alone could not make one-tenth as much of as good a quality. In fact it is doubtful if one man or ten men together could possibly produce as good a brand of flour.

The class are now ready to suggest the four great advantages of this division of labor which need only be mentioned here. Sufficient illustrations of each will readily suggest themselves to both teacher and pupils.

Greater skill is acquired and as a consequence greater speed in work.

Period of apprenticeship is shortened.

No time is lost in changing work.

Services may be specialized so that each one may be given lighter or heavier work according to his strength. Thus women and children may find opportunity to work.

These are the advantages. Why then has not this division of labor gone still further? Often it is due to the great expense of transportation of the goods, so that other factories nearer the consumer can be profitably run, e. g., baskets can be made in a certain factory in Northampton, Mass., cheaper than anywhere else in the country, but they can be made cheaper in Michigan than the cost in Massachusetts plus the cost of carriage, and hence there are basket factories in Michigan. Another limit upon the greater extension of division of labor is, that economy in extending manufacture tends to decrease the moment as many men are employed as there are natural divisions of the work. If there are but 50 operations in making a pair of boots, the advantage in employing 100 most rest, if at all, in the abilities of the manager to control that number of men and find a market for his goods, rather than in mere division of labor.

The pupils should now be asked to suggest all the evils they have noticed or can think of as connected with the working of large numbers in our factories. The writer will be greatly mistaken if four tendencies to injury are not brought out, viz:

The tendency to impair the health and vigor of the workmen.

To contract and enfeeble their intellects.

To break up the home life where married women are employed, and thus to produce many social evils and finally:

To diminish the interest of the workmen in the result of their work. No longer working for themselves, as before the introduction of machinery, do they now see the end from the beginning, or believe that their pay will bear any proportion to the value of the product to which they contribute in each instance so little?

So many illustrations of all these not inevitable results but natural tendencies of great division of labor will occur, to any teacher in the neighborhood of large towns, that we pass on to the important problem of how to prevent these results and still retain as we surely shall the congregation of men in large factories. Here again the pupils should be incited to think for themselves and suggest remedies, the chief of which are the following: Healthful factories may be secured, though possibly at some extra cost, by proper ventilation, frequent cleaning and purifying with lime or other material. If owners fail to do this the state should compel them to, and appoint factory inspectors in sufficient numbers to visit and examine the industries of the state. Massachusetts, New York, Ohio, Connecticut, New Jersey and Wisconsin already do much in this direction, but should do still more. Dangerous machinery and elevators must be carefully guarded. The hours of labor of women and children should be restricted to ten per day. Experience in Massachusetts and very recently in New York has proved that longer day's toil so exhausts the body that as much is done in ten hours, at least by women and children under 18, as in eleven or twelve hours. Laws on this subject should be more stringently enforced.

There is great need of gymnasiums, rooms for social gatherings, reading and games evenings among the mass of our wage earners. The schools through well enforced compulsory education, extended so as to include the fourteenth and in time the fifteenth year, can do a vast deal to arouse the mental powers of our future citizens, and counteract the benumbing influence of their monotonous sameness of work. In the schools pupils should be taught to read far more than they are, and every effort should be made to secure good school and free town and city libraries.

A factory agent recently told me that it wouldn't do to educate the employes of our cotton mills who now average little more than a dollar a day for very wearing and disagreeable work. "For," said he, "they won't work then in a cotton mill, and what shall we do for hands? We can't pay any more, for we are not making much now." The reply is obvious. Very likely if our cotton spinners are better educated they will refuse to work for their present wages in the stifling atmosphere, and suffer thus and from the constant strain of attention to their machines what this very agent pronounced less endurable than prison life. But for sufficiently high remuneration any honorable work will be done, while the effect will be simply to raise one or two cents a yard the price of cloth. In the nature of things the profit of the manufacturer must in the long run be the average profits of business of similar risk. The slightly higher price of the goods is evidently far preferable to low wages.

It must, however, be borne in mind that such increase must come by general agreement; or otherwise, at about the same time, most mills, or those not raising wages, would be able to undersell and ruin the others. But through combinations of employers and of employed with arbitration as a means of settling disagreements, we are fast learning how to solve such difficulties as that just mentioned. Means of overcoming the evil of small interest in the work on the part of the employes in our factories may be best considered later when wages and profit-sharing are considered. The next article will be devoted to the consideration of the agents of production, besides labor.

CHARACTER AS AN OBJECT OF SCHOOL EDUCATION.

By MRS. LOUISA P. HOPKINS, Supervisor of Boston, Mass., Schools.

It is easy to see that our conditions of material for school-education are phenomenal, that the times are exigent in their demand, that we have a tide to sway which will tax all our protective and directive forces; we cannot afford to leave out of our primary, grammar, or high school courses the education of that supreme controlling power—the individual will and conscience; we must have a place in our scheme for the evolution of soul as the germ of right manhood and womanhood.

The great influx of various life into our body politic is a grand opportunity to prove the virtue of our train-

ing principles of national unity and growth. In the seething caldron of our school population, as well as of our civic population, we must preserve the regulative, the unifying, the alchemizing element of our relation to eternal truth; if we so secularize, so materialize our educative system as to leave out the soul, we are in the path of disintegration and destruction. The schools must deal with the immortal part, the essential element of growth of these seventeen million children within our school-rooms from sea to sea. An overwhelming problem is before us; how to humanize, how to nationalize, how to civilize this heterogeneous material. I will not gauge my proposition of soul-education to any limiting relationships or titles of religious creed or sect; not to Puritanism, not to Protestantism, not to Roman Catholicism, not to Judaism, neither to Buddhism or Agnosticism; I gladly leave all theology to the churches. I will choose the word, if I can find it, that will stand for the most liberal education of the whole man with the soul as the supreme factor. How can you leave it out? how dare you ignore it? how can we train the child as we have been trying to do, *all but his soul*? It seems to me the *reductio ad absurdum* of educational policy.

I say it would be a splendid achievement to deal successfully with the problem of absorbing into our national life all these diverse elements which immigration provides at such an unexampled pace. If we can but preserve our assimilative power as a civilized and Christianized people, how rich and complex our national life may become! It is easy to see what a fine fruit all this foreign graft might give us. But we teachers are looking down into the bubbling vortex with the responsibility of producing therefrom a healthful sustenance for future generations. The harmonizing, the nationalizing of all these elements seems to be an immediate and paramount duty. I believe that in our schools, as in our cities, we should constantly strive to forget the various sorts, and nationalize all at once as Americans, the sooner the better; no Irish, no Italians, no Germans, no French, only Americans; not even "the foreign element," or Irish-American, but as soon as those whom we have so cordially invited among us are domiciled as families, as soon as they stand in our school files, they are Americans; they and we, with one flag to fight for, one title and one inheritance. We have asked them, nay, compelled them, into our schools, and they have come, not to be false to their past, but having chosen their future, to be true to the supreme fealty they have adopted, to call themselves Americans, and to stand by the law and order of the land into whose borders they have hastened in presumably good faith and honesty. Produce in our schools the sentiment of national unification, of an integral connection with American institutions and ideas, of patriotic pride in American homes, American schools, the American honor, and the American ideal of loyal and orderly free government. Do you doubt whether this be a part of your duty? As well doubt this as any other conception of your duty, because lying within the realm of the sentiments and emotions. But if, as I suppose all will concede, the schools are the safe-guards of our national and civil recruiting body, then the teachers are to prepare this body for service which shall be preservative and strengthening, rather than weakening and destructive to the state. How can they do this without arousing the affections, stimulating the loyalty, exalting the ambition of every recruit? They must work upon the soul of every child, for these are soul functions. Are they less important to the state than the ability of each recruit to read, write, and reckon? Will they serve the state less than merely intellectual acquisitions? Do you not see that the school as an arm of the state must work supremely upon the activities of the soul? If the law of the land restrict the children during their school hours to the exercise of intellectual and mechanical power alone, it is preparing perhaps the dynamite bomb, the riotous mob, the cancerous corruption.

You may say that the training of character as an educational responsibility belongs to the family and the church. Did the existing conditions of our home and church work suffice for this, I would not so emphasize the part of the school in it, but who will claim that this is so? In fact, the greater part of the public school population of our large cities derives no such benefit from the opportunities of the family or the church. Besides, as the schools hold the children in their embrace during almost their entire waking hours, they so thoroughly grasp the balance of opportunity that home and church are of little avail against them.

But some will ask, "What do you mean by arousing the soul activities? How shall we do this by our school

exercises without interfering with liberty of conscience, and striking at the principle of our free institutions? That seems about as pertinent as the question of how one can teach physics without infringing on some machine patent. Are there not grand ideals that underlie every system of religious belief? Is not conscience allowed on all hands to be susceptible of culture? Are there not universal moral distinctions which are instructive to the race, affections always acknowledged as supreme, an unalterable law of right in the moral world? Is there anything sectarian in the idea of an ever-present creative love and power on which all creatures depend? Is there anything that belongs exclusively to Jew or Greek, to Latin or Saxon in the obligation to choose right rather than wrong, to exercise love instead of hate, to worship Him in whom we live and move and have our being? Is it more or less Mahomedan than Christian or Pagan philosophy to teach that benevolence is to be preferred before selfishness, that the outward forms we see and handle are but expressions and symbols of greater realities, that the processes we can understand show us the law behind all processes, that the things which are not seen are eternal? I recall the accounts handed down to us of the schools of Pythagoras, where soul training was the order of morning and evening sacrifice and hymn of praise, where all excellence, whether of body or mind, was devoted to duties, and where purity and truth were the teaching of every lesson. When shall we be able to build up character on this recognition of what is real and worth having? There is not a child in our schools, however dirty, stupid, brutish or vicious, who is not sensitive sooner or later to such an inspiration, and who will not respond to its appeal.

[TO BE CONTINUED.]

PRACTICAL STUDIES IN THE HIGH SCHOOL.

By Prin. E. O. HOVEY, High School, Newark, N. J.

Professor George Stuart, of the Philadelphia High School, has written for *Education* an exceedingly interesting article on the "Raison d'être of the Public High School."

His reasoning in favor of the high school is clear and logical. He says truly, "The citizen must receive the elements of education, his intelligence must be awakened and his mind developed; he must learn his relation to the body politic." Further on in his article he says: "There are sometimes taught in public high schools subjects which have no relation whatever to the end in view. Such subjects are book-keeping, type-writing, phonography, sewing and cooking. The criterion of fitness in any subject to be a branch of instruction is extensive application of principle and prospective benefit to society."

To a part of the above statement I take exception. Perhaps what is said in regard to type-writing, phonography, and sewing is correct, but if all our girls could be taught the art and the science of cooking, would not the next generation be a healthier and a happier one? But the difficulties in the way of teaching cooking are numerous and perhaps insurmountable.

But among the important studies, included in a public high school course, surely book-keeping should be found. It certainly meets Professor Stuart's "criterion of fitness" in "extensive application of principle and prospective benefit to society." Surely a knowledge of the principles of book-keeping is beneficial to all classes of society.

The professor has been teaching Latin so long that he has probably come to think that a man's salvation depends upon his knowledge of the classics.

I am a firm believer in the utility of classical study, but I have observed that as bread-winners, and as molders of the thoughts and opinions of others, the classical students are no more successful than those taking other lines of study.

A boy who writes a good hand and has a fair knowledge of keeping accounts is not long idle. I have just this minute received a letter from a large wholesale house, asking me if I can recommend to them a couple of boys, "who are quick in figures, write a good hand, and have some knowledge of book-keeping." Such boys are always wanted.

The student in book-keeping must cultivate his eye, his hand; must acquire habits of neatness, of rapid work and of correct work; and he must learn economy, for he sees that a man on a salary of a thousand dollars cannot long continue to spend two thousand; his books will not balance. Wouldn't it be beneficial to society to have all our pupils learn these things?

I would have, not only Latin, Greek, mathematics, physics, chemistry, &c., taught in our public high schools, but I would have the elements of book-keeping taught to boys and girls alike.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

TO TEACH QUALITIES OF OBJECTS.

MATERIALS.—A piece of window-glass and a piece of silver.

PLAN.—Develop qualities of glass, making a list of them. Let pupils do all the testing and examining themselves. They will find that glass is hard, transparent, brittle, bright, clear, odorless, tasteless, etc.

Develop in the same way the qualities of the coin. It is round, thin, uneven, hard, opaque, metallic, bright, etc.

What qualities were ascertained by taste? By touch? By smell? By sight? What qualities are exactly opposite? Have pupils give the opposite qualities of all the adjectives named, making complete lists. Have a new object named or written, which possesses each quality. For example, when the class are at the board, the teacher, running down the list, gives one quality to a pupil, who immediately turns to the board and writes the quality there, an object possessing it; another quality to the next, and so on. When all are done, have each tell how the knowledge of the quality can be ascertained, as table—hard, by touching it. *Quality words are called adjectives.*

HISTORY HINTS.

When the name and exploits of a hero are fresh in the minds of pupils, it is the time to make the conception of the person so vivid that it will not soon be lost. To do this, appoint readings from what reference books you have, assigning one passage to a group of five, another to a second group, perhaps a poem descriptive of the subject to a third, and so on. At the next recitation have one passage read, portions of it being given by each of the group to which it was assigned. This will be a good reading exercise. Praise anyone who brings in a fine passage not assigned by you. Follow the reading exercise by having an oral sketch of the hero, a written one to be handed in later. The following outline may be placed on the board as an aid in giving the sketch:

1. Birth and parentage.
2. Training and education.
3. Disposition and character.
4. Military characteristics.
5. Exploits.
6. Public estimation.

ATTRACTION BETWEEN MOLECULES.

Press a piece of paper under a plate and remove hand? What happens? What is proved? Pour some water into the plate and dip the paper in the water. What attraction is now evident? What do you conclude? Pour the water from the plate. Notice that some of it remains, leaving the plate wet. Why? What force keeps the molecules of water together? What force causes the molecules of water to adhere to the paper?

CAPILLARY REPULSION.

Pour water into a glass. Why does the water not wet the glass? Grease a needle and lay it upon the water. It will float. Why? Does water wet grease? Why do we use soap to wash greasy dishes, or the skin?

Pour oil upon water. What happens? Why does the oil rise to the top? Why do they not mix?

GRAVITY.

Throw a penny upward into the air. Why does it fall? Why did not the force which caused it to rise keep it still rising? What is gravity? Who discovered the law of gravity?

Throw up at the same time a penny and a feather. Note the difference in the velocity of their descent. What causes this difference?

MATTER IS POROUS.

Fill a tumbler with cotton, pressing it down until no more can be put in it. Then remove the cotton, fill the tumbler with oil, and replace the cotton. If care be used, it may be replaced without the loss of any of the oil. What does this prove about the molecules of matter? As it is impossible for the molecules of two bodies to occupy the same space at the same time, how can the result be explained?

ECONOMICAL, BUT INTERESTING.

Children may be interested and drawn closer to their teachers by many little devices for their combined amusement and instruction. The following plan I have seen tried with great success in a class of little ones. Make one inch cubic blocks by sawing a long rod, an inch square in thickness, into pieces each an inch long. Cover these blocks with colored paper. Clip suitable alphabets from advertisements, handbills, etc. On one block have a single letter in capital and small print, also in capital and small script. The other two faces of the block may contain a number in Arabic and Roman notation. The blocks may be used in many ways, to teach words, number and language, also they may be put together to construct a form for an object lesson. They will be far more interesting than those from a store, because they were made before the class. Let the covering of each face of a block be one lesson.

SUPT. J. H. LOWRY.

DIFFICULTIES IN THE WAY OF LEARNING.

READING.

Take for instance, the art of reading; as it is of ten taught, the child gets the idea that to read is simply to pronounce, and that the faster he rattles off the words of the lesson the faster he reads. In this way is formed the pernicious habit of reading without thought or understanding.

Many of the difficulties in the way of hard study and close application in after life, arise from carelessness in the art of reading.

The ambitious hurry of children to get out of one reader and into another, a desire which is usually encouraged by the teacher, and by the child's parents, is one cause of this habit. As a result, the young student forms erroneous ideas of many passages that he reads, and no ideas whatever of many others.

Take any selection common to the school readers, and ask the pupil who so glibly pronounces its words what some of its expressions mean, and see whether this statement is not correct. Take, for instance, T. B. Read's poem, "The Revolutionary Rising," the first four lines of which are as follows:

"Out of the north the wild news came,
Far flashing on its wings of flame;
Swift as the boreal light which flies,
At midnight through the startled skies."

The careless reader will neither know nor care to find out why the news came "out of the north," nor what place this is which is called "the north." He will not stop to consider what is meant by the "wings of flame." Perhaps he will not know what is meant by "boreal light;" at any rate, unless he be a careful reader, he will not stop to consider it.

Further on, speaking of the church, the author says:

"There Sunday found the rural folk,
And some esteemed of gentle blood."

Many a scholar will read and re-read this poem, and not understand what is meant by "gentle blood." I used to think it referred to some of the "rural folk."

GEOGRAPHY.

In the study of other branches as well as reading, false opinions will be formed. For example, notice the way our geographies describe the shape of the earth. It is that of a "spheroid," "round like a ball, but flattened at the poles." Not having any true conception of a spheroid, the student may suppose that the earth is perfectly spherical to within a few degrees of the poles, when it becomes nearly or quite truncate.

Now, as the student is bound to form some opinion in this matter, would it not be well for the teacher to know enough of general geometry to describe an oblate spheroid, so that the student may form a correct opinion of its shape?

AN INCIDENT.

An incident, which happened in Hiram College a few years ago, will further illustrate the need of a better understanding of what is read. Speaking of Benedict Arnold, the author of the Eclectic U. S. History says: "He made money by speculating in the stores provided for the starving army, and lost it by gambling and luxurious living."

The student who was called on to recite this paragraph, said that Arnold kept store and lost money.

THE REMEDY.

The remedy for these false and sometimes ridiculous notions, that often prevail among full-grown students, lies in the primary school and with the primary teacher,

The idea that a teacher needs little or no knowledge of the higher sciences, of language, of literature, and of history, in order to teach in the best manner a common primary school, although commonly accepted, is quite erroneous. If any teacher needs a good education, the primary teacher needs one, for he lays the foundations of knowledge in the mind of the child. That these foundations may be broad and deep, true and firm, the knowledge of the teacher should have the same characteristics.

The primary teacher, although poorly paid and often unappreciated, fills a highly honorable and most important position.

Leaving the care of those able to think for themselves to others, it is for him to fill the growing mind of the child with true principles and correct ideas, so that in the development of a child to a man or woman, there may be nothing to unlearn, and no ignorance concerning facts and principles that should be generally understood.

SIMPLE EXPERIMENTS.—V.

By JOHN F. WOODHULL, New Paltz, N. Y.
DIGESTION.

When bones are boiled to dissolve out their gelatin, they are said to be digested. In chemistry, the term to digest means to dissolve in a warm liquid, and this is exactly what we mean by the term in physiology.

It is certainly no simple problem to dissolve bread, butter, meat, eggs, etc., and yet this is what we undertake to do with these substances when we eat them.

If we put a piece of chalk into water, it will not dissolve; but if we add some acid, as we did in an experiment in paper IV, the chalk readily dissolves. This we learned, was due to a chemical change. The chalk, which is not soluble in water, is, by the acid, changed into something else which is soluble in water.

Just so in the process of digestion, when we eat foods which are insoluble, we treat them with liquids, inside of the body, which produce chemical changes upon them, and they are thereby changed into soluble substances.

The following experiment will illustrate the process of digestion:

Into a tumbler, half full of water, put a few bits of coarse quartz gravel. Wash them, if necessary, so that they will not make the water turbid when stirred. Drop a lump of sugar and a little piece of carpenter's chalk into the same tumbler of water. Notice that the sugar gradually dissolves, but the chalk and gravel remain. Stir the water and notice that the sugar dissolves much faster. Crush the sugar by pressing it against the bottom of the tumbler with a pencil or penholder; notice that now it dissolves still faster.

In like manner, grinding food with the teeth and stirring it about in the stomach helps it to dissolve.

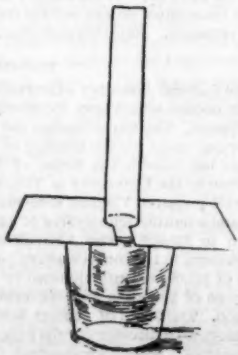
The lumps of chalk and the bits of gravel will not dissolve in the water however much they may be crushed or agitated. In this respect, they represent those portions of our food, which, either are insoluble or require special fluids, as the gastric or pancreatic juices, to dissolve them; while the lump of sugar is an example of a food which is more readily dissolved,—dissolved without chemical change.

Next, pour into the mixture a little hydrochloric acid. Notice that now the lump of chalk begins to dissolve but the gravel still remains. Crush the lump of chalk and stir the liquid. Notice that it dissolves much more rapidly than before. In time it will all disappear, and nothing seems to be left but the gravel in the clear liquid. The hydrochloric acid, in this case, has acted upon the chalk, as gastric juice, for example, acts upon albumen,—it has produced a chemical change and rendered it soluble.

The gravel represents those portions of the food which are wholly indigestible and do not get into the blood, but pass on through the alimentary canal.

To illustrate the strange process by which digested foods pass from the alimentary canal into the blood vessels or lymphatics, the following piece of apparatus may be constructed:

Tie a piece of gold-beater's skin over the bottom of an argand lamp chimney. (Gold-beater's skin may be purchased in rectangular



pieces, about 3×4 inches, for 50 cents a dozen.)

Tie it with sufficient care so that it will be water tight. Suspend this in a tumbler by means of a piece of thick cardboard, as represented in the figure.

Prepare a solution of sugar in water by stirring about 10 teaspoonfuls of sugar into half a teacupful of hot water. Pour this into the chimney until the solution stands about level with the cardboard. Let it remain thus, long enough—perhaps over night—to convince yourself that the sugar solution does not leak through the membrane. Then pour clear water into the tumbler until it rises a trifle above the bottom of the chimney.

Now that you have the sugar solution separated from the clear water only by a thin membrane, a strange phenomenon takes place.

In twenty minutes the solution inside of the chimney will have raised quarter of an inch above the level of the cardboard, in two hours it will rise about one inch and the water in the tumbler will fall proportionally.

Add water to the tumbler occasionally so as to keep the bottom of the chimney covered and let the process continue a whole day.

It will be found that the solution has risen inside of the chimney three or four inches above the level of the cardboard.

The experiment may be made much more striking by cutting off the chimney at (a) and inserting a rubber stopper with a long glass tube. The solution will rise rapidly in the tube and eventually flow over the top unless you arrest the process in time.

Directions for cutting lamp chimneys may be found in the author's Manual of Home-Made Apparatus.

After the liquid has ceased to rise in the chimney, the liquid in the tumbler may be tasted and compared with that in the chimney; they will be found to be equally sweet.

Remove the chimney and place the tumbler with its contents in a basin of water and set them on the stove.

In this way you may evaporate the contents of the tumbler to dryness and show that a large quantity of sugar has passed from the chimney through the gold-beater's skin into the tumbler.

This process is called osmosis. In medicine, it is frequently used in making separations and is called dialyzing.

In botany, we learn that the sap rises from cell to cell by this process.

Illustrations of osmosis are on every hand in nature.

In physiology, we learn that it is by this process that oxygen enters the blood and carbon dioxide is eliminated, and it is supposed that the digested food passes from the alimentary canal into the system by this same process.

In the next paper a few experiments will be given to show how certain of our foods are digested.

SCHOOL SONGS.

We are glad to give our readers something they all want; viz.: some songs for the boys and girls. The following by Principal David MacLure, of Newark, N. J., are very good.

I.

OUR SCHOOL.

Tune, "There is a Tavern in the Town." American College Songs.

There is a scholar in our school,
In our school,

Who cannot, cannot keep the rule,
Keep the rule.

He's such an inattentive, wriggling lad,
His lessons they are very bad,
His teacher oft reproves him,
But advice it seldom moves him,
For he's quite too thoughtless, thoughtless,
I am grieved to say.

I fear he'll never be a man,

Be a man,

Unless he tries, he never can,
Never can.

He should not let his golden chances pass
Before it is too late, alas!

There is a scholar I know well,
I know well.

Her name I cannot, cannot tell,
Cannot tell.

Her eyes are black, it may be they are blue,
Her hair is jet or golden hue.
Smiles on her face are playing,
And her lips kind words are saying,
And she's just the loveliest maiden,
In the school, in the school.

She smiles, the sunbeams brighter are,
Brighter are,

She speaks, the world is better far,
Better far.

Yet if we try, each one of us, may be
As happy and as good as she.

There is a teacher in our school,
In our school,

She has but one, one single rule,
Single rule,

And that is quite enough for every need,
It means a hundred rules indeed.

Do right is all she teaches,
And that rule far outward reaches,
And makes the brightest scholars,
And most useful lives.

This teacher's influence will outlive,
Will outlive,

The longest lessons books can give,
Books can give,

Her words will go far, far beyond the school,
If wisely you but heed her rule.

II.

GEOGRAPHY AND GRAMMAR.

Tune, "Solomon Levi." American College Songs.

A wonderful book is Geography,
Its facts are grand and true,

We can draw the African continent,
And locate Timbuctoo.

The animals and the irregular coasts,
We can bound, describe and draw

Each river, hill, and hole in the ground,
In Central Africa,

*Africa, Africa, tra, la, la, la, la.

Such terrible names for a young individual's jaw,
Tra, la, la, la, la,

Madagascar, Mozambique, Tanganyika, too,
Kilimanjaro, Zanzibar, Malisaka, Timbuctoo;

Indeed it must be hard enough,
For the people of dusky hue,

To pronounce the names of their native land
From the Cape to Timbuctoo.

Referring to Grammar, delightful book,
Great facts and generally true,

Intensely diverting to the mind
And exceedingly practical, too.

We can name the several parts of speech,
Parse and conjugate,

Decline, and tell each clause and phrase,
Compare, deny and state.

*Diagram, Diagram, tra, la, la, la, la.

That's the prettiest part of it,
Tra, la, la, la, la.

Subject, predicate, complement,
Object attribute, phrase,

We can analyze, contort and twist
Good sense in a hundred ways.

Indeed with all this diagram
Of eloquent lines in chalk,

We shouldn't forget to improve our minds
And learn to write and talk.

*Repeat from here.

III.

DASHING THROUGH THE SNOW.

Tune, "Jingle Bells," from American College Songs.

Dashing through the snow
In a one-horse open sleigh,
O'er the road we go
Laughing all the way.
How the bells do ring
Near and far away,
What fun it is to ride, and sing
A sleighing song to-day.

Now boys and girls jump in,
And let us take a ride,
Come swell the merry din,
And crowd up side by side.
Our nag is swift and strong;
Whoa, steady there! I say,
Don't pitch us out, but speed along
This pleasant winter day.

The ground is covered deep
With a mantle pure and white,
The bells in music keep,
The sky is clear and bright,
We'll gaily laugh and sing
Upon our merry way,
While tinkling bells in music keep
This happy wintry day.

CHORUS:—

Jingle bells, jingle bells, jingle all the day,
What jolly fun it is to ride in a one-horse open sleigh.
(Repeat.)

NOTE.—While the chorus is being sung, let one of the boys jingle a string of sleigh bells in the time of a horse in motion.

THINGS OF TO-DAY.

Two new United States cruisers were launched at Philadelphia. The glucose manufacturers have decided to follow the example of the sugar manufacturers, and to unite in a "trust."

A New York policeman, who was detected committing robbery, was in twelve hours from the time of detection, tried and sentenced to ten years in Sing Sing.

The people of Newfoundland are strongly opposing the plan of a confederation with Canada.

The ship Smyrna was sunk in a collision with the steamer Moto off the Isle of Wight. Thirteen persons were drowned.

A navy reorganization bill has been introduced into Congress.

Judge Stanley Matthews, of the United States Supreme Court, is to deliver the address at the Yale law school commencement.

Gen. Ignatieff has been unanimously elected president of the Slavonic Benevolent Society of St. Petersburg, in place of Gen. Durnovo, who resigned. The election of Gen. Ignatieff has produced a bad impression in Vienna, and is considered to bode ill to the peace of Europe.

The high license local option bill has gone into effect in New Jersey.

A bill to prevent bribery at elections is under consideration at Albany.

The Butler Club observed the twenty-sixth anniversary of the occupation of New Orleans by the Union forces by a dinner in honor of Gen. B. F. Butler, in Boston.

Jerusalem is fast becoming again the city of the Jews. In 1880 there were not more than 5,000 Jews there; now there are more 30,000.

It has been decided to erect a memorial to Arnold in Westminster Abbey, and to found a scholarship in his name at Oxford University.

FACT AND RUMOR.

Mr. C. E. Locke, principal of the Florence, Kan., public schools, says that he is a believer in industrial education, and thinks the present school system is defective because of the lack of it. He thinks it would keep the majority of pupils in school longer.

The council of Syracuse, a town on the Santa Fe road, sixteen miles from the Colorado line, is composed entirely of women, and it is said they are doing better work than the body of men who preceded them. It is the only council of women in the United States.

Professor Newcomb's daughter is the only young woman student at Johns Hopkins University.

Pundita Ramabai has said good-bye to Boston and started for home by the way of San Francisco. She expects to reach India in September.

Prof. A. A. Starr, of Westfield, N. J., the well known microscopist, has lost his sight.

Professor Virchow, whose precarious health renders necessary a protracted sojourn in Egypt, writes from Thebes that he has gone to the assistance of Dr. Schliemann, whose excavations on the Upper Nile have met with the opposition of the ecclesiastical authorities.

Herbert Spencer is in much better health now, although he is still restrained from the labor of writing. He is able to work three hours a day, and dictates everything to a secretary.

Twenty acres of farm have been set aside for the horticultural department at Cornell University. This department will be made very prominent.

Rev. J. T. Duryea, of Boston, is to deliver the commencement oration at Yankton College, Yankton, Dak., in June next, and for three weeks thereafter he will conduct a summer school of theology.

The annual reception drill of the Columbia Institute Cadets took place Thursday evening, May 3, at the Seventh Regiment armory. The drill was an interesting one, and included some novel features. The institute is located on Sixth avenue, corner of Forty-second street, and the course of study includes English, mathematics, history, ancient and modern languages, and science. Drill is given two hours a week in the Seventy-first Regiment armory.

Serofula and all humors are cured by Hood's Sarsaparilla the great blood purifier.

EDUCATIONAL NOTES.

ALABAMA.

The Talladega County Teachers' Institute held a two day's session last month.

The Madison County Colored Teachers' Institute was held recently. The results were very good.

Mr. H. W. Grady, of the Atlanta Constitution, has consented to deliver the baccalaureate address at the Southern University, at Greensboro, and Rev. Mr. Hawthorn, also of Atlanta, will deliver one at the S. N. College at Florence.

On the evening of the 14th inst., the La Fayette Society, of the S. N. College at Florence, celebrated their thirty-second anniversary. The merits and demerits of the Blair Bill were ably discussed by four of the members. The decision was in favor of the negative.

The Philomathic Society of the University of Alabama, Tuscaloosa, held its annual celebration, recently. The exercises consisted of an oration and a debate.

Hon. John T. Morgan, of the United States Senate, will address the Oxford College at commencement exercises.

Cross Plains. State Correspondent.

JAMES W. WESSON.

CANADA.

The North Hastings Teachers' Association will hold its next half yearly convention at Madoc, Ontario, May 31, and June 1. The following program will be presented:

Thursday, May 31.

1. The Scientific Treatment of English, W. Houston, M. A.; "Geography to IV Classes," Mr. Marshall; "Map-Sketching in connection with Geography," Mr. Sine; "A Kindergarten Song," Miss McIntosh's class; "Rhetoric," W. Houston, M. A.; "Object and Language Lesson," Miss Wootton; "The New Public School Program," Mr. Mackintosh.

Friday, June 1.

"Composition," W. Houston, M. A.; "Reading Lesson," conducted by Miss McIntosh; "Entrance Arithmetic," J. A. Snell, High School, Stirling; "Public Examinations," J. Johnson, I. P. S.; "History," Jos. Reid, M. A., LL.D.; "A Kindergarten Song," Miss Wootton's Class; "Literature," W. Houston, M. A.

CONNECTICUT.

Hon. Thomas B. Stockwell, State Commissioner of Rhode Island public schools, visited New Haven recently, with the special purpose of investigating the industrial work, and the primary teaching. A quarter of a century ago, Mr. Stockwell was sub-master in the Eaton school, the present principal of which was a pupil of Mr. Stockwell, in the Providence high school.

The New Haven high school held its graduation exercises recently.

A. B. FIFIELD.

Most of the public schools of the Eastern part of the state opened the final term for the year on the second Monday of April. Good attendance is reported from all directions. Arbor day was celebrated on May 4.

The Connecticut summer school for teachers will be in session at Niantic (East Lyme), July 3-19, 1888. In addition to a wide range of the ordinary subjects, instruction will be given in the geology of Connecticut, and pedagogy. The list of instructors is not yet complete, but Mr. Thos. M. Ballhet, Supt. S. T. Dutton, Prof. A. E. Frye, Messrs. A. B. Morrill and R. C. Metcalf are already secured.

IOWA.

The following cities will erect school buildings this season: Creston, \$20,000; Des Moines, \$10,000; Dubuque, \$30,000.

In Oskaloosa J. W. Johnson, editor of *The Globe*, has been elected upon the school board, and made president of the board. The State Legislature has appropriated \$37,100, to the State Normal School for biennial period, but has not created any new schools.

The School-masters' Round Table of Eastern Central Iowa held interesting sessions at Cedar Falls last month. A. C. Page, Waterloo, is secretary.

Cedar Falls. State Correspondent.

W. N. HULL.

KANSAS.

About 300 teachers were present at the recent association meeting at Great Bend. The address delivered by Mr. I. N. McCash was said to have been a most able discourse. Professor Lieb's address was also highly commended.

The annual meeting of the Regents of the State Normal School was held in Emporia last month. In addition to other business, the old officers of the board were re-elected for the coming year. They are: Wm. M. Rice, President; J. H. Franklin, Vice-President; H. D. Dickson, Secretary; M. M. Stewart, Treasurer. The normal school, which is just entering on the spring term, is in a state of unexampled prosperity. The addition to the buildings authorized by the last legislature has been completed, and a larger number of pupils can be accommodated than ever before. Not the least cause of the normal's success is its efficient officers and instructors.

Anthony extended unusual courtesy to the County Teachers' Association at the last meeting of the year. An elegant banquet was tendered the teachers. One hundred guests were entertained.

Hope. State Correspondent.

C. M. HARGER.

Kansas will begin more institutes June 11 than at both the other dates given, though quite a number begin July 30. The date July 9 will see the opening of very few indeed, so there will be a fine opportunity for Kansas conductors and instructors to attend the National Educational Association.

The Douglass high school held its annual commencement April 30. The class consisted of six members, five of them women, all of whom took the additional work of the teachers' course. This indicates that the proportion of women in the teaching profession is not likely to diminish soon. We note that this commencement program contains also a summary of the high school course of study, and thus sets before the interested patrons the work of the school, and at the same time shows the significance of the diplomas conferred.

The Kansas teachers who go to San Francisco will act as an escort across the state for their brethren from the East who chance to come this way. The Santa Fe road will probably start several special trains from Kansas City July 10, and one, at least, of these will be for the Kansas excursion. A royal reception will be given to the entire party at Las Vegas, and a side trip will be made to Santa Fe, where time will be given to see the old Mexican town. The city of Los Angeles will be the principal stop of Southern California, but the beauties of that region will be enjoyed in the whole journey northward to San Francisco. The best cheap return trip is via Ogden, Salt Lake, and Denver, passing over the magnificent "Scenic Route" of the Denver and Rio Grande. As no attempt will be made to keep the party together after reaching the association, it is not necessary to dwell on the advantages of return routes. All information as to additional matters connected with the excursion can be had from J. N. Wilkinson, Emporia, Kansas.

MASSACHUSETTS.

The thirty-fifth annual meeting of the Middlesex County Teachers' Association was held at Boston recently. One of the most prominent features of the program was a discussion on "Industrial Training in the Public Schools," by Superintendents Dutton, of New Haven, Conn., and Marble, of Worcester.

NEW HAMPSHIRE.

A recent fire in Concord destroyed the high school building. The building was erected in 1863, was three stories in height, and divided into seven school rooms, besides laboratory, art and physics room, and basement. There were 300 pupils in the building at the time, but all left in safety, owing to the teachers' presence of mind. The children left in their usual order merely

supposing that a holiday was unexpectedly granted. Many textbooks were saved by the children, as were also the piano, drawing models, maps, some reference books, and teachers' desks.

ELLEN A. FOLGER.

NEW JERSEY.

Editor of the SCHOOL JOURNAL.—The attack on my personal and official character made by W. D. Tyndall, in the SCHOOL JOURNAL, of April 28, compels me to state the writer's grievance, which in his general charges he forgot to specify.

In the fall of 1883, a young man by the name of William D. Tyndall, (whom I take to be author of the letter) took charge of a small district school in the upper part of this county, and taught for a year with moderate success. He then applied for the position of principal in a graded school in one of the towns along the Morris and Essex Railroad. In reply to a letter of inquiry from the trustee, I said in effect that, while Mr. Tyndall might succeed in a small school, there needed a man of higher scholarship and more efficient discipline. His application was unsuccessful. Attributing this to my influence, he wrote me an abusive letter, to which I made no reply. This was four years ago; since then, I had heard nothing from him or about him, until his letter appeared in the JOURNAL.

CHARLES M. DAVIS.

Supt. of Essex County, New Jersey.

Editor of the SCHOOL JOURNAL.—In the last issue of the JOURNAL, under the heading "New Jersey," appears a most virulent attack on the superintendent of schools of Essex county.

I am surprised and indignant, that such a tirade against a conscientious man and efficient officer should be given space in your paper. Both as principal of one of the larger schools of Essex county, and as one of the assisting examiners of applicants for certificates in this county, I have during the past ten years seen and known much of the work done by him, and I wish to say the whole tenor of the article in question, is absolutely and unqualifiedly false. The superintendent is above all a gentleman, and is utterly incapable of any such actions as are imputed to him. His judgment as to the merits of teachers is constantly sought for and highly valued.

It goes without saying that he cannot grant certificates to all who apply, and that among 100 teachers, he will sometimes find one doing such inferior work, that he must recommend that she be dropped. This creates enemies, one of whom has evidently had the ear of your correspondent.

Fifteen years ago, the effort to secure 200 days of actual teaching was much greater than it has been at any time since. Few teachers in Essex county, are engaged by the month. Contracts to teach 200 days, within a specified time, are of course legal and binding.

In conclusion it should be stated that the superintendent is universally respected and esteemed by the teachers of the county. I am not aware that he knows of the article attacking him, and I write this without his knowledge.

VERNON I. DAVEY.

East Orange, N. J.

NORTH CAROLINA.

After advocating a teachers' organization for several years, County Superintendent B. F. Grady, of Duplin county, has succeeded in inducing the teachers to organize. Their second meeting occurred on the first Saturday in May. His county institute will convene in July.

The corner-stone of the new Teachers' Assembly building at Morehead City was laid May 1. Speeches were made by prominent educational men of the state.

SOUTH CAROLINA.

Rev. Wm. M. Grier, D.D., president of Erskine College, Due West, will deliver a lecture before the young ladies of the Winthrop Training School, Columbia, on the 19th of May.

At the May meeting of the trustees of the South Carolina University, the following professors and assistants will be elected: Latin, mathematics and astronomy, moral philosophy, physiology and hygiene, agriculture, botany and zoology, veterinary medicine, assistant analytical chemist and materia medica, pedagogics, instructor in drawing, modern languages, elocution, bookkeeping, etc., shop and machine works. The teaching force of the university will then number twenty-eight, of whom eighteen will be full professors, one assistant professor, five instructors, and four tutors.

C. E. Spencer, principal, and Miss Alice Warren, assistant, have a flourishing school at Mayesville, Sumter county.

Greenville. State Correspondent.

SUPT. WM. S. MORRISON.

VERMONT.

The town superintendents of Chittenden county recently held their annual meeting to arrange questions to be used in teachers' examinations for April and November at the office of Supt. Wheeler in Burlington. Organization was effected by electing Dr. C. M. Ferrin, Pres.; J. E. Wheelock, Sec. and H. C. Wheeler, Sec. pro tem. One examination occurred April 21 and the second will be on Nov. 17. A county examining board was appointed, consisting of Supt. J. E. Wheelock, J. A. Hartigan, and C. H. Hayden. We hope this board will undertake to raise the standard of teachers in that county, and that every other board in the state will do likewise. It is a reform much needed and one that will have more effect on our schools than all the systems imaginable.

Perkinsville. State Correspondent.

B. H. ALBEE.

VIRGINIA.

The General Assembly adjourned without enacting many of the badly needed school laws recommended by State Superintendent Buchanan. The bill to convert old William and Mary College into a normal school for the training of white male teachers passed the senate but failed in the house of delegates. The annual appropriation to the University of Virginia, in consideration of which all well-prepared Virginia students are admitted into all the literary and scientific schools free of charge for tuition, has been cut down to \$35,000. The Agricultural and Mechanical College at Blacksburg in the south-western part of the state will receive the sum of \$15,000 recently donated by Congress to every state for the purpose of founding and operating an agricultural experiment station. The board of visitors held a meeting in April to elect a chemist and a director for the experiment station.

Onancock. State Correspondent.

FABIAN T. DREW.

NEW YORK CITY CORRESPONDENCE.

Six hundred of the 1,300 children in the primary department of G. S. 49, Miss Buckelew, principal, took part in a reception on Wednesday (April 11). The children sang Root's cantata, "Spring Flowers," through from beginning to end. In it were two solos, which were sung very sweetly, one by Miss Edna Kronenbitter, who represented spring; the other by Miss Nettie Heyer, who personated a hyacinth. Quite a number of visitors were present, among them Mr. E. Ellery Anderson and Mr. Andrew G. Agnew.

The "Children's Library Association" opened their room Monday, April 30. It will be open daily from 4 to 6 p. m., and on Saturday from 9 to 12 a. m. on the top floor of the Bruce Memorial Building, West 42d street, between 7th and 8th avenues. That the work is growing is shown by the fact that a letter has been received from Wandsworth, England, asking for information concerning it. The request comes from one who is a stranger, so far as is known.

Mr. Anderson recently visited the female grammar department of G. S. 49, Miss Ford, principal, and gave a talk on the Yellowstone Park, which he recently visited. He described the spouting geysers very vividly, and showed the children some photographs of the principal springs.

In the course of his talk Mr. Anderson gave a very vivid description of the rolling prairie lands which, when he saw them, were covered with green waving corn, and resembled very closely the billows of the sea. He also told them about the big trees of California, which grow as high as Trinity steeples, but he would not give a dozen of them for one of the graceful elms in Central Park.

"Supt. Jasper intends to call the teachers of all grades together often after this for free discussion of their work." At last the good time has come. This is the dawning of the better day we have longed for, only we hope he will not choose Saturdays. We are so tired then, and it is such a comfort to know we can lie in bed an hour or two longer, and need not go out of doors unless we wish to. We may take the time to sew on the buttons which threaten to leave us, put on patches, and take the few stitches in time which everybody knows we ought to take. As it is for school duty we are to meet, why would it not be right for us to send our little ones out of the foul air of the class-rooms a half an hour or an hour earlier, that those of us employed at a distance from the place of meeting may be there at an early hour, calm and discuss to our hearts' content, and still be at home in time for supper, brightened, freshened, and encouraged, instead of dispirited, and tired in dread of still another day?

How glad we shall be to meet each other, to exchange opinions, to try to dig down to the root of difficulties, and find out how some attain to such high standing, while others fall in spite of all their efforts.

Rejoice, dear friends, rejoice! Let us have large and enthusiastic meetings, and show that we have at heart the interests of those entrusted to our care. L. M. B.

When the assistant superintendents differ in opinion about the methods of teaching, who is to decide the question?

If a teacher faithfully follows the directions given her by the principal of the department in which she is employed, and those directions do not meet with the approbation of the superintendent who examines the work done in accordance with those directions, should the teacher receive a mark expressing disapproval of her methods? Should not her own ideas be expressed, and the mark given for them?

That interesting column of New York City Correspondence was never more delightful than in a recent issue.

The lectures of the assistant superintendents are both pleasing and instructive. What could be more gratifying to a teacher than to be told she must "not try to have the children make drawings that are nice to look at?" How well she knows that drawing is for the purpose of training the powers of observation, comparison, etc. And she knows quite as well that she has been obliged to arouse in some of her pupils a great aversion to drawing by repetition of the same figure until they were tired of the sight of it.

The writer confesses with sorrow, and some degree of shame, that she once obliged a little girl to make six different attempts at one lesson. Finally the child, losing all patience, tore up the paper, and refused to try again, whereupon the teacher had to much conscience to administer a reproof, but took herself to task for her want of common sense. The exquisitely neat and accurate drawings now presented for inspection by nearly every class in the public schools of this city are justly a source of pride to all concerned. No one can delight in precision, neatness, and finish more than the one who pens this epistle, but she must agree with many others that the production of such specimens is not the legitimate aim of drawing. That should be reserved for artists.

Yet the question remains, "What is to be done?" One teacher fully realizes what the pupils need, and feels that the specified time is all they require for the subject, and all she can afford to devote to it. She provides for her pupils what is necessary, gives directions in regard to the holding of the pencil, the movement of the hand and arm, the use of the rubber, and the various precautions against dirt and creases. She steps to the blackboard, gives the lesson, inspects the work of the pupils, collects, files and puts away the drawings, after which she turns to another subject.

Perhaps the teacher of another class in the same grade has a better knowledge of what is to come after, and she feels that her "mark is the thing she must keep in view." Her pencils are sharpened to the fineness of a needle, her pupils are furnished with rulers, during the time employed in dictating the exercise each pupil receives the closest supervision, not a dot or a line goes upon the paper without an exercise of the "will power" of the teacher. Each pencil is directed by her mind almost as truly as if held by her own fingers. When all pupils have finished, the papers are collected and laid on the desk. After school the teacher looks them over, and withdraws all which are not up to par. As often as a spare moment can be found, or a few pupils can be detained after hours, these whose drawings have not been satisfactory are required to make another and still another, until the package contains one from each pupil, all of them nearly faultless in execution. By and by the "examiner" comes, and the drawings are retained the same. Probably we shall for some time the drawings

are presented for inspection; alas! what a difference between the two. See what this teacher can do! If this one can do so well surely the other one ought to. She cannot expect the excellent mark, and she doesn't get it! What ought she to do the next year? What is she likely to do?

If in the lowest grade no mechanical aids were used, and they were not permitted at all until maps or some such work actually required it, the work of the higher classes would be done full as well as it is now, and much more intelligently, in less time, and with a minimum amount of effort, but it cannot be expected while the teachers must be marked for the specimens shown. JUSTITIA.

The closing exhibition of the Art Schools connected with the Metropolitan Museum of Art was held recently. Prizes were awarded to successful pupils.

The members and pupils of Art Students' League held their tenth anniversary a short time since at their rooms in Twenty-third street. A visit in the afternoon afforded an opportunity to inspect some very interesting work. The walls were hung with pictures and studies from the east and life, some in colors, and some in black and white. Of course, being mostly the work of students, it was crude and sketchy; but it would be a mistake to expect any other. It was work done rapidly and not for exhibition purposes. Among hundreds of sketches that seemed full of promise those of E. Dowdall, L. Walter, Victor Perard, Edith Mitchell, A. F. Bedell, E. Ellis, H. B. Kellogg, C. Carleton, F. A. Francis, E. M. Reed, H. Bradley, Abby Underwood, S. Simon, M. Stumm, Henry Snell, were particularly noticeable.

We believe the work of this school to be entirely in the right direction. Its aim is along the line of the new education. We have called attention to this before and do so again, because the object is not to produce pictures, but to cultivate talent. A young man or woman usually looks at picture making as the object, when the real end is to learn a mode of expression. Making pictures and writing stories are like strings. The writer or painter must know something, feel something, see something, first, and then learn to express it. The special work of the League has been to find teachers who could develop the talents of the students in this way. It has been fortunate in finding such men as Beckwith, Chase, Cox, Fitz, Mowbray, Brewster, Levy, Brush, Shirlaw, Eakins, Blashfield, who would leave their studios and give their time to instruction. These men have drawn around them students from all parts of the country—usually young persons of artistic instincts. They have gone abroad from this school, and won distinction. All this has shown that the instruction is in the right direction. It is sincere. It dispels all trickery and finical work, and looks to the development of art ideas in the person. The last year seems to have been a prosperous one. Mr. Chas. R. Lamb, the president, has been unwearied in his efforts to further the interests of the League. A new building has been secured, its rooms fitted up conveniently, and additional classes opened. The class in modeling has been extraordinarily successful. It is a peculiar feature of this institution that the best students are admitted as members, and they in turn select the teachers, hence there is no opportunity for sinking into the ruts that ruin so many well-meant schools.

CITY SUPERINTENDENT.

The board of education will in all probability elect a city superintendent on the 16th inst. The position is an important one, its responsibilities are great, as the number of schools have increased largely within a few years, and new ones are yearly organized. No one should be selected who is unacquainted with the system, and familiar with the methods employed by the teachers. The present incumbent of the office has held it for nearly nine years, and has administered its duties with signal ability. No one can dispute this, nor can they say aught against his earnestness and fidelity. How well he is appreciated by the principals of the schools, was seen in the resolutions passed by them, and contained in your last week's issue, and I learn that similar ones were adopted by the female principals at a meeting held a short time since. Early and late Supt. Jasper has been at his post, and no duty devolving on him has been neglected. For months, he and his assistants were occupied in devising a plan by which manual training could be successfully introduced in the schools, and the published manual is the result of their deliberations. Any occupant of the position must disappoint persons who ask for favors which cannot be granted, and teachers who have not been successful, as tested by successive examinations, are not satisfied when their attention is called to their defects; but these are comparatively few, and the teachers as a class are anxious for his re-election, believing that should any suggestions be made tending to the improvement of methods, that they will receive the attention they deserve, and if found to be an improvement, will be by him adopted. The eminent men and women in public and private life, who have been educated in our schools, bear testimony to the excellence of the system, and the thoroughness of the instruction pursued by the teachers in each of the departments.

A TEACHER.

LETTERS.

SOME ANSWERS TO SUGGESTIVE TOPICS.—1. How to conduct primary reading classes in conversational style with a limited vocabulary.

The use of question and answer sentences aid children in giving natural expression. Combine the expressions, "Have you?" "Can you?" "Do you see?" "Do you like?" and their answers, "I can," "I have," "I do see," "I like," "Yes," and "No," with the name, quality, and action words in their readers, thus forming sentences for blackboard drill. Use the children's own names in these sentences, both in direct address, and in declarative, and interrogative sentences, whenever possible. This plan creates interest, and takes very little trouble or time, as proper names are remarkably easy for children to learn.

2. How to induce quickness in abstract calculation.

ONE EXERCISE IN PRIMARY NUMBERS.

Have a class of children at the blackboard facing you. Beginning at the first, give each an example, dictating them as fast as your own rapidity of thought and speech will allow; have each child turn to the board, write his example with the answer, and face, ready for his next. Thus pass round the class again and again, till you are ready to close the exercise. Then have work corrected. The desire to be first to face, and the infection of the teacher's rapidity, stimulate the child to his best speed. The examples should be miscellaneous, as: 1-2 of 6, 4+5, 3×3, 2-3 of 8, 9-3, 1-5 of 5, 4/2's, etc. Another exercise. Have combinations in addition, as: 2+4, 1+2, 3+5, written on the board, point to them, and have pupils name answers only, as rapidly as possible.

Questions whose answers involve the use of given verbs, pronouns and prepositions, for tests.

Write commands on the blackboard, as:

"Annie, walk slowly across the floor."

"May, place the box under the table."

"All rise. Extend arms. Clap hands."

Have them silently read, obeyed, and then described orally or in writing. 2. Or, call a child, whisper command and write the question, "What did Charlie do?" 3. Have children choose their own actions, and the others describe the actions as before.

For pronouns, place a child before the class, have the pupils make sentences, first using the child's name, then suggesting to them to use another word to avoid repeating the name so often. Suggest the pronoun in the objective case by questions, as "Do you like this girl?" and the possessive with, "Whose shoes are these?" Afterwards have blanks filled as, "Harry rocked the baby, because—mother asked—to do so."

For prepositions give "where" lessons. Place objects in different positions, according to the prepositions you want used. With questions, as, "Where is the bell?" etc., on the blackboard, and do not allow them to be read aloud. Have the answers orally or in writing, in complete sentences. If the work be oral, the teacher can bring into prominence the more difficult prepositions as in, "Kate is behind the table," "I sit at the table," "The engine ran across the floor." Also the synonyms *by*, *beside* and *near* or *over* and *above*.

A PRIMARY TEACHER.

A SUGGESTION FOR BUSY-WORK.—In visiting a school room a few weeks ago, I saw something that was new, to me at least, and could be used in any school with no expense. The teacher let each pupil select one from a pack of advertising cards and write little compositions about the pictures on them. They were small pupils and could not spell all the words they wanted to use. They drew pictures instead, i.e., "There are four eggs in the bird's nest." The nest would be drawn. It was surprising how neat some of the work was. This I think could be used profitably in language, also for "busy-work" for small pupils.

A YOUNG TEACHER.

NORMAL SCHOOL DIPLOMAS IN MISSOURI.—Prof. John Swett, in his admirable article on "The Profession of Teaching," says: "In no other state is the possession of a diploma from a professional school any legal evidence whatever of 'fitness to teach a common school one year.' While California seems to have gone farther than any other state in the direction of recognizing teaching as a profession, I desire to say that Missouri deserves some credit for late action in the matter. At the last biennial session of her general assembly the diploma of her normal schools was made a life certificate to teach in the state, and the two years' certificate issued by these schools authorizes the holder to teach four years without further examination. This law took effect the latter part of last June. J. U. BARNARD, Cape Girardeau, Mo.

THE SHAPE OF THE EARTH.—In the JOURNAL of March 31st, J. W. Hedway, states that the present shape of the earth resembles that of a cylinder with corners rounded off. Is the cylinder lying or standing? I supposed the former, but thought it possible I might be mistaken. In other words, do the curved, or the (almost) flat faces of the cylinder, represent the poles? An early answer will oblige me very much as I wish to illustrate to my class, who are just hearing of "the round ball (?) that floats in the air."

MAY MACKINTOSH.

Will some of our readers answer?

THE OLD vs. THE NEW.—I teach spelling by the plan advocated in your paper, connecting it with the other studies and composition work, but two of my school board have concluded that I do not have enough "spelling" and "reading," and have ordered me to assign a certain amount from Sander's speller for each recitation, the words to be spelled orally, without definitions. In reading in place of supplementary work from good authors, they substitute the reader, giving directions that the pupils shall begin at the first of the book and "read right on." Can I do anything but grind it out in the treadmill style? R. M. G.

NORMAL SCHOOL DIPLOMAS.—Information concerning the question raised in the article on "Recognizing Normal School Diplomas," which appeared in the JOURNAL of March 3, can be found in "Report of Commissioner of Education," N. H. R. Dawson, who assumed office Aug. 5, 1890. Z. T. MEIKEL.

The JOURNAL is always a welcome visitor, and I wish it could come twice a week instead of once. Z. T. MEIKEL.

BOOK DEPARTMENT.

NEW BOOKS.

YANKEE GIRLS IN ZULULAND. By Louise Vescelius Sheldon. With 100 photogravure illustrations by J. T. Graves from original sketches by J. E. Austen. New York: Worthington Co., Publishers. 1 vol., 12mo. Cloth, extra gilt top, \$3.25.

This handsome book, is a new American departure in the French style of a story of travel and adventure. It is printed on thick, white, glazed paper with bountiful margins, making reading rapid and delightful, and is embellished with a large number of fine phototype engravings from drawings by G. E. Graves after sketches from life by J. E. Austen, of London; shipboard, St. Helena and South African scenes, in great variety and often of stirring interest. The narrative gives a highly interesting body of information as to life at the Cape of Good Hope, and in the interior of South Africa, including diamond mining, ostrich raising, stock farming and the affairs of the thriving communities and states which have grown up there during our century. It is adroitly put into the mouths or comes through the eyes of three Yankee girls, one of whom needed a radical change of climate for restoration to health. This is happily effected by a few years of residence in "the bush" as well as in the cities and towns of the interesting regions visited, and still more perhaps by the happy circumstance of a favorable matrimonial alliance contracted in the country. When they return to London and New York the invalid has become a healthy, contented wife. The adventures of the three ashore and afloat are simply and straightforwardly told. In fact there is a business-like air about the whole expedition as if it were one for information getting and giving as well as for health. The missionaries are often a subject of the author's pen.

GOLDSMITH.—THE TRAVELLER AND DESERTED VILLAGE. Edited with Introduction and Notes. By Arthur Barrett, B. A. London and New York: Macmillan & Co. 136 pp. 50 cents.

Just what village is the original of Goldsmith's renowned poem is perhaps not fully decided, although it is generally conceded to be Lissoy, the place where he lived until his seventeenth year. Of his extreme fondness for this village and its people, there is ample proof in all his writings, and it may be safe to conclude that "Sweet Auburn; loveliest village of the plain," was his well beloved Lissoy. The sweetness and sadness of this beautiful poem have made Goldsmith's memory immortal.

"The Traveller" claims, also a large share of the world's attention, with its beauties, as a poem, its simplicity and elegance of diction, and its occasional bursts of tender sentiment. The language of both these celebrated poems is simple, and there are not many difficulties in the construction which need puzzle the student who takes them as a study in literature.

tion which need puzzle the student who takes them as a study in literature.

TALES OF A WAYSIDE INN. By Henry Wadsworth Longfellow. With an Introduction and Notes. In Three Numbers. I. Houghton, Mifflin & Co. Boston; 4 Park Street; New York: 11 East 17th Street. The Riverside Press, Cambridge. 15 cents.

The "Riverside Literature Series," issued monthly, furnishes some of the very best of our literature, both poetry and prose, at so low a figure, that any one can be supplied who desires. Longfellow's "Tales of a Wayside Inn" are too well known to need comment, but lovers of the poet and his works, are never tired of reading these tales of the old "Red Horse Tavern." The Introduction is full of historical interest, and describes among other things the "Wayside Inn," which was built at Sudbury, about 1686.

DON'T; or Directions for Avoiding Improperities in Conduct and Common Errors of Speech. By Censor. New York: D. Appleton & Co. 80 pp. 30 cents.

There can be no doubt that "don't" is as important as "do" and all who have read and studied carefully this little volume, with its unique title, must have decided that. It would be a difficult matter to bind together eighty pages more full of good, practical common sense, than is found in "Don't," and if its directions are followed, and in no case should they be not followed, the reader will become a much more polite, generous and bearable person. In the present form,—"the Boudoir Edition,"—the dainty little volume, in its pretty dress of lavender and gold, can be carried in a side pocket for convenient reference.

OUR LANGUAGE; Its Use and Structure Taught by Practice and Example. Gordon A. Southworth and F. B. Goddard, Ph. D. Leach, Shewell & Sanborn, Boston and New York. 286 pp. 75 cents.

In an arrangement of two parts under one cover, the authors of this book have made it possible to give both instruction and exercises for practice in nearly all kinds of elementary language work. Part I. is designed to provide such training in the ready use of good English as cannot be obtained by the study of grammar alone, the importance of which is at once recognized by placing the material for it first. As thought must precede expression, the aim has been to provide something to talk about, and in a series of eleven chapters, the following subjects, with others, are carefully treated: Learning to speak well, and learning to write well,—talking and reading,—copying,—dictation,—reproduction of stories,—letter-writing,—narrative writing,—descriptive writing,—choice of words, and paraphrasing. With such material as this to work with, the teacher can lay a foundation of lasting value to the pupil. Part II. goes a step farther, and discusses among other subjects, language and grammar,—kinds of sentences,—kinds of words,—sentence building,—sentence analysis,—the parts of speech, phrases, clauses, and combined sentences. This part is really an elementary text-book in grammar, and

while no chapter can be found entitled, syntax, still the construction of sentences is developed from the beginning. The entire work is at once practical, useful and progressive.

College Series of Latin Authors.

THE SATIRES AND EPISTLES OF HORACE. Edited with Notes. By J. D. Greenough. Boston; Ginn & Co., Publishers. 806 pp.

The editor of this volume is persuaded that college students, sufficiently advanced to undertake Horace, should not get and recite lessons, but study the literature, understand and enjoy it,—and while this book is intended for the class-room, there are many things in the notes which the advanced Latin scholar may pass over, and the notes are intended not so much to aid the student in the study of Latin as the study of Horace,—what he meant, how he felt, and what prompted him to write as he did. It will be seen, that in accordance with the plan of the "College Series" these notes are placed at the bottom of the page, which greatly facilitates reference. Preceding the two Books of "Satires" is an Introduction of five pages, and also before the two books of "Epistles." It is scarcely necessary to repeat the well known fact that these "Epistles," as well as the "Satires," are conversational, moral or literary essays. The "Epistles," however, differ from the "Satires" in being connected in some manner with some particular person to whom each is addressed. They were from the first intended for the public, and not designed for private reading like those of Cicero and Pliny.

INTRODUCTION TO CHEMICAL SCIENCE. By R. P. Williams, A. M. Boston: Ginn & Co. 214 pp. 90 cents.

The object, held constantly in view by the author in writing this book, has been to prepare a suitable text-book in chemistry for the high school,—one that shall be simple, practical, experimental, and inductive. To accomplish this, all superfluous matter has been omitted and only the most useful, and interesting experiments, facts, and theories introduced. Among the subjects introduced are: The Metric System, Divisibility of Matter, Molecules and Atoms, Elements and Binaries, Manipulation, Oxygen, Nitrogen, Hydrogen, Valence, Electro-Chemical Relation of Elements, Electrolysis, Acids and Bases, Salts; Acids in all their variety, the chemistry of the atmosphere, water and flame,—with a great variety of kindred topics, all full of practical interest. One marked feature in this volume is the classification of chemical substances into acids, bases and salts, and the distinctions and analogies between each of these classes. The mathematical and theoretical parts of chemistry have been interspersed through the book, each being placed where it seemed to be especially needed. With so much that is practical in the volume, it will be seen at once, that something in the form of a laboratory is needed, but the required apparatus is inexpensive, and a full description of what is needed will be found in the Appendix.

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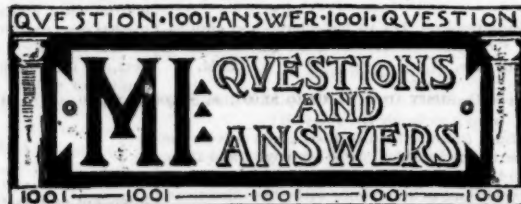
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R. A. SANFORD, Kent, Ohio.

Hood's Sarsaparilla

Sold by all druggists. \$1; six for \$5. Made only by C. I. HOOD & CO., Lowell, Mass.

100 Doses One Dollar

SCOTT'S EMULSION

OF PURE COD LIVER OIL

AND HYPOPHOSPHITES

Almost as Palatable as Milk.

Containing the stimulating properties of the Hypophosphites combined with the Fattening and Strengthening qualities of Cod Liver Oil, the potency of both being largely increased.

A Remedy for Consumption.

For Wasting in Children.

For Scrofulous Affections.

For Anæmia and Debility.

For Coughs, Colds & Throat Affections.

In fact, ALL diseases where there is an inflammation of the Throat and Lungs, a WASTING OF THE FLESH, and a WANT OF NERVE POWER, nothing in the world equals this palatable Emulsion.

SOLD BY ALL DRUGGISTS.



HEALTHY CHILDREN WEAR THE PERFECT-FITTING GOOD SENSE

CORDED CORSET WAISTS

LEADING RETAILERS

Everywhere. Be sure your corset is stamped "GOOD SENSE." Take no other. Send for descriptive circular.

FERRIS BROS., Manufacturers,
341 Broadway, NEW YORK.

A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

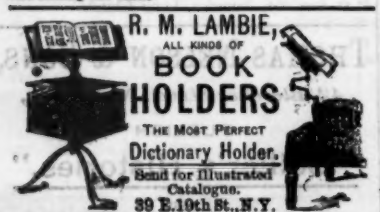
Oriental Cream, or Magical Beautifier.



Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin Diseases, and every blemish on beauty, and defies detection of similar taints. It has stood the test of 37 years and is so harmless we taste it to be sure the preparation is properly made accept no counterfeit of similar name. The distinguished Dr. L. A. Sayer, said to a lady of the Académie (a patient): "As you ladies will use them I recommend Gouraud's Cream, as the least harmful to all the skin preparations." One bottle will last six months using it every day. Also remove subtlest removes superfluous hair without injury to the skin.

FERRIS BROS., Managers, 48 Bond St., running through to Main Office, 37 Great Jones St., N. Y.

For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe. Also found in N. Y. City at H. H. Macy's, Stern's, Ehrlich's, Ridgely's and other Fancy Goods Dealers. Beware of base imitations. \$1.00 Reward for arrest and proof of any one selling the same.



R. M. LAMBIE,
ALL KINDS OF
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THE MOST PERFECT
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Send for Illustrated
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39 E. 10th St., N. Y.

BUCKLEY BELL FOUNDRY.
Bells of Pure Copper cast for Churches, Schools, Fire Alarms, Farms, etc. **PULL!**
WARRANTED. Catalogue sent free.
VANBUZEN & TIFF, Cleveland, O.

THE PUBLISHERS' DESK.

Progressive teachers, supervisors, and school officers have come to look upon certain publications as indispensable in school work. Prominent among these are several well-known works of the Burrows Brothers Company. They include the famous 1001 questions and answers, by Prof. B. A. Hathaway, who has had many years' experience in teaching, and he has asked every conceivable question that would be likely ever to come up, even in the most rigid examination. Every question has a complete and concise answer just below it. On their list is also numbered Campbell's Economic School Register, by Prof. M. S. Campbell, Principal of the Central High School, Cleveland, Ohio. This Register is the outgrowth of long experience in schools of different grades. The "block system" secures great condensation of reports. The name of each pupil is written but once during the school year, and at its close his record of attendance for the entire year is before the teacher's eye for examination and comparison. There may be added to these, Words Correctly Spoken, by Elroy M. Avery, Popular Synonyms, and Rusk's Model Selections.

Both teachers and pupils, and also all students, will hail with delight a new edition, thoroughly revised, of Green's Short History of the English People, published by Harper & Brothers, Franklin Sq. This great work has served remarkably to popularize the study of English history. The revision of the work, as presented in this edition, was made by the historian's widow, Mrs. Alice S. Green, who also writes an interesting and valuable introduction to the volume. The work—already so universally admired for its truthfulness, simplicity, and beauty—needs no further commendation. For public school libraries, reading circles, high schools, and private students, there is no other English history of greater interest and value.

Among the works whose unquestioned merits have raised them to the position of accepted standards in our schools, may be mentioned several of the publications of Messrs. Ginn & Co., of Boston, New York, and Chicago, such as Stickney's Classics for Children, which embrace the choicest classic literature, suitable for grammar and high-school grades, are well annotated, and superior in type, paper, and binding, and low in price; Hazen's Spelling Book, in which spelling is taught on a rational plan, by the aid of intelligence as well as memory, has achieved great success, and so has Whitney & Knox's Elementary Lessons in English, bright, practical, teachable, interesting, accurate, natural. In Wentworth's Arithmetics the motto is mastery; the principle of the method is, learn to do by doing; the result is found to be practical arithmeticians.

The friends and patrons of that popular house, Messrs. Silver, Rogers & Co., will be cordially concerned in the change which has just occurred in the firm style and association. Mr. M. Thatcher Rogers has retired from partnership, and become identified with the Eastern Educational Bureau of Boston, whither the good wishes of all his friends will follow him. The firm is strengthened by the accession of Mr. Burdett, recently of the firm W. A. & F. W. Burdett, of Boston, to the place left vacant; and under the new name of Silver, Burdett & Co., the public rightly anticipate that high standard being maintained which has distinguished the publications of the old concern. We wish them continued and increased success.

Tell me not in mournful numbers
Life is but an empty dream.
But select some such cheerful numbers
as 659 (the celebrated crowquill), or 290 and 291. These are the best for artistic penmanship, and they are manufactured of course by Messrs. Joseph Gillott & Sons, of 91 John street, New York. Other numbers of these famous pens, most suitable for various purposes are, for fine writing, Nos. 303, 604, and Ladies' 170. For broad writing, Nos. 294, 399, and Stub Point, 849. For general writing, Nos. 404, 332, 390, and 604.

Age cannot wither nor custom stale the attractions of so widely and favorably known a concern as Schermerhorn's Teachers' Agency of 7 East 14 St., N. Y. Indeed it is very much in its favor being the oldest agency of the kind in the country, established in 1855, and has won its way to popularity among teachers and those needing their services by its efficient management of the business entrusted to it on either side.

CONVINCING GUARANTEES.

Which are Justified by a World-Wide Experience.

TO THE PUBLIC:

Having branch houses and laboratories in seven different quarters, and therefore having a world-wide experience, we, H. H. Warner & Co., justify ourselves in making the following statements:

First.—For the past decade we have held that 93 per cent. of diseases originate in the kidneys, which introduce uric acid into the system, a poison that is injurious to every organ, attacking and destroying first the organs which are the weakest. We have also held that if the kidneys are kept in perfect health most of the ordinary ailments will be prevented, or, if contracted, cured. Other practitioners have held that extreme kidney disease is incurable. We have proof to the contrary, however, in hundreds of thousands of cases in every section of the globe.

Second.—The kidneys being the sewers of the human system, it is impossible to keep the entire system in good working order unless these organs are doing their full duty. Most people do not believe their kidneys are out of order, because they never give them any pain. It is a peculiarity of kidney disease that it may long exist without the knowledge of the patient or of the practitioner. It may be suspected if there is any gradual departure from ordinary health, which departure increases as age comes on.

Third.—We do not cure every known disease from one bottle. This is an impossibility.

Fourth.—Warner's Safe Remedies have been recognized by the doctors and the people all over the globe as standards of the highest excellence.

Fifth.—We make the following unqualified guarantees:

GUARANTEE 1.—That Warner's Safe Remedies are pure and harmless.

GUARANTEE 2.—That the testimonials used by us are genuine, and so far as we know, absolutely true. We will forfeit \$5,000 for proof to the contrary.

GUARANTEE 3.—Warner's Safe Remedies have permanently cured many millions of people whom the doctors have pronounced incurable. Permanent cures are always convincing proofs of merit.

Sixth.—Ask your friends and neighbors what they think of Warner's Safe Cure.

REV. J. P. ARNOLD, Camden, Tenn., had fearful abscesses caused by kidney disease. In 1878 and 1881, other running abscesses appeared. He was fully cured in 1882 by Warner's Safe Cure, and in 1888 reported himself sound and well, and he is over 70 years old.

MRS. ANNIE JENNINGS-MILLER, editress of Dress, 253 Fifth avenue, New York, eight years ago was cured of nervous prostration, when the best New England physicians could do her no good. She cured herself with Warner's Safe Cure, and writes in 1887: "To-day I am a perfectly well woman. It is the only medicine I ever take."

L. B. PRICE, M.D., a gentleman and physician of the highest standing of Hanover C. H., Va., four years ago, after trying every other remedy for his disease, including famous mineral waters, cured himself by Warner's Safe Cure, and March 24, 1888, wrote: "I have never had the slightest symptoms of my old and fearful trouble."

HERMAN URBAN, of MacNeale & Urban, safe-makers, Cincinnati, O., was broken down by excessive business cares. He was fully restored to health four years ago by Warner's Safe Cure and has since been in robust health.

DR. DIO LEWIS wrote: "If I found myself afflicted with a serious kidney disorder, I would use Warner's Safe Cure."

MRS. E. J. WOLF, Gettysburg, Pa., S. C. Farrington, Gotha, Fla., J. M. Long, 43 East 2nd street, Cincinnati, O., and the sister of J. W. Westlake, Mt. Vernon, O., were cured of consumption (caused by kidney acid in the blood, as over half the cases are), by Warner's Safe Cure.

We could give many thousands of similar testimonials. Warner's Safe Cure does exactly as represented.

Seventh.—Warner's Safe Remedies were put on the market in obedience to a vow made by H. H. Warner that, if the remedy now known as Warner's Safe Cure, restored him to health, he would spread its merits before the entire world. In ten years the demand has grown so that laboratories have been established in seven quarters of the globe. Warner's Safe Cure is a scientific specific—it cures when all the doctors fail, thousands of the best physicians prescribe it regularly, its power over disease is permanent, and its reputation is of the most exalted character. Can you afford longer to ignore its extraordinary power? Now, in the spring of the year, a few bottles will tone you up and cure all those ill feelings which, unknown to you, are caused by the fatal kidney poison in the blood, which will surely end fatally if not at once removed. For this no other specific is known.

SCHOOL TEACHERS.

Members of the National Educational Association should bear in mind the fact in connection with the San Francisco meeting, that the

UNION PACIFIC.

"THE OVERLAND ROUTE,"
From Council Bluffs, Omaha, Kansas City, Leavenworth, or St. Joseph,
Runs through cars, without change, passing through Nebraska, Kansas, Colorado, Wyoming, Utah, Nevada, and California, offering the greatest attractions to the tourist.

THOSE CONTEMPLATING A TRIP TO
SAN FRANCISCO

NEXT JULY, TO ATTEND THE
Annual Convention of the National Educational Association,

should not forget that this line will make them
Greatly Reduced Rates
for the occasion. They should also remember that it is

THE FAVORITE ROUTE
to the Pacific Coast, particularly in summer; that it is

THE ONLY LINE RUNNING A FAST TRAIN TO SAN FRANCISCO,
and this train,

"THE OVERLAND FLYER,"
Saves one day in time

Between Council Bluffs and the Pacific Coast.

It also gives to school teachers selecting this line the privilege of a detour without extra expense to Idaho Springs, Colorado, also to Garfield Beach on the Great Salt Lake, "The Dead Sea of America," near Salt Lake City; Utah, the headquarters of the Mormon church, where the finest bathing in the world can be enjoyed. This is the only real sand beach on Salt Lake. An excursion ticket over the Union Pacific Railway will carry the traveler through more attractive territory and a greater number of large cities than a ticket over any other line to the Pacific Coast.

Teachers desirous of returning via Portland can go from San Francisco to Portland, either via boat (O. R. & N. Co.) or overland, via "The Mount Shasta Route," going from Portland east via the O. R. & N. Co. and "Oregon Short Line," with choice of rail or boat ride on the Columbia River between Portland and The Dalles. Thence through Oregon, Washington Territory and Idaho, passing near the Great Shoshone Falls of the Snake River (forty-five feet higher than Niagara), and Soda Springs, "the Sanitarium of the West." They can also pass through and visit Denver, the "Queen City" of the mountains and the capital of Colorado, the Centennial State.

For information regarding rates, routes, daily excursions, etc., apply to

Thos. L. Kimball, E. L. Lomax, J. S. Tebbets,
Act'g Gen'l Mgr. A. G. P. & T. A. G. P. & T. A.
OMAHA, NEBRASKA.

Will you go to San Francisco?

The next annual meeting of the National Educational Association will be held in San Francisco, California, July 17th to 20th. Very favorable Excursion rates will be made from Chicago and all other points on the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY, with choice of routes via Omaha or Kansas City in going and returning. Special Excursion Rates will be made from San Francisco to all points of interest in California, and to Alaska and the Sandwich Islands.

The people of California are prepared to give their guests a warm welcome, and this trip will be the event of a life-time.

If you are desirous of securing information relative to the journey, please address, for particulars, A. V. H. Carpenter, General Passenger Agent, Milwaukee, Wis., or F. A. Miller, Assistant General Passenger Agent, 63 Clark St., Chicago, Ill.

Conventional "Monon" Resolutions.
Whereas: The Monon Route being the Connecting Link of Pullman Travel between the Northwestern Summer Resorts, and the Winter Cities of Florida;

And Whereas: Its triple train service, consisting of Pullman Buffet Sleepers and Chair Cars between Chicago, Indianapolis, Cincinnati and Louisville is unsurpassed; then—

Be it Resolved: That before starting on a journey it is Good Policy to correspond with E. O. McCormick, Gen'l Passenger Agent, Chicago.



Button's RAVEN GLOSS SHOE DRESSING.
TRADE MARK

LADIES! This is an Oil Dressing. Preserves leather, is economical, gives a natural finish, not varnished. Beware of other preparations said to contain oil, they are mere imitations of Raven Gloss, affording a larger profit. Allow no substituting. For sale everywhere.
BUTTON & OTTLEY, Mfrs, 71 Barclay St., N. Y.

\$10 REAL FREE

Our new stamping outfit is free to every reader of this publication; it contains 100 perforated stamping patterns and includes a great variety of all sizes that are wanted. This outfit is a real work of art; no stamping outfit has ever been offered before, on which anything like so much artistic ability was brought to bear. With each outfit is a box of BEST STAMPING POWDER, PAPER, AND BOOK OF INSTRUCTIONS, giving full directions for stamping, telling how to make the powder and stamping paint, contains instructions for Lustré, Kensington and Hand painting, tells colors to use in painting—red, white, blue, yellow, pink and other flowers; also contains hints and instructions on other matters, too numerous to mention. Bought singly, or a few patterns at a time, at usual prices, the equal of the above would cost \$1.00. Although it is free, yet this is the **Regal Queen of Stamping Outfits** and on every hand is acknowledged to be the superior, yet, very much superior, and very much more desirable than those which have been selling for \$1 each and upwards. By having **200,000** of these outfits made for us, during the last season, we get them at first cost; the manufacturer was glad to take the order, at cost, that his help might be kept at work. All may depend on it is the very best, most artistic and in every way desirable outfit ever put before the public. Farm and Housekeeper (monthly), 16 large pages, 64 long columns, regular price 75 cents a year; is generally acknowledged to be the best general agricultural, housekeeping and family journal in America; it is entertaining and of greatest interest, as well as useful; its contributors embrace the widest range of brilliant talent. Furthermore, we have lately become managing owners of the grand monthly, **Sunshine**, for youth; also, for those of all ages whose hearts are not withered; 16 large pages, 64 long columns, regular price 75 cents a year. Sunshine is known favorably as the best youth's monthly in America. The best writers for youth, in the world, are its regular contributors; it is now quoted all over the world as standing at the head. Both papers are splendidly illustrated by the best artists. We will take 200,000 trial year subscribers at a price which gives us but a moderate portion of the cost.

FREE! Furthermore, every trial year subscriber, for either of the papers will receive free by mail our new 100 pattern stamping outfit. Trial year subscribers will be received for either of the papers as follows: 1 subscription and 1 outfit, 25 cents; 2 subscriptions and 2 outfits, if sent at one time, 50 cents; 4 subscriptions and 4 outfits, if sent at one time, \$1. For \$1 send a dollar bill, but for less, send 4-cent postage stamps. Better ones get three friends to join you, at 25 cents each; you can do it in a few minutes and they will thank you; papers will be mailed regularly to their separate addresses. While subsiding, you may as well be served for much less than cost. It proves the rule that a very large proportion of all who read either paper for a year, want it thereafter, and are willing to pay the regular price of 75 cents a year; through this, as time rolls on, we reap a profit that satisfies us.

FREE! The trial year subscriptions are almost free, and this the **Regal Queen of Stamping Outfits**—the best ever known—entirely free.

It is the greatest and best offer ever made to the public. Large sizes of patterns—every size that can be desired is included; all designs are of the highest quality, the best, the most artistic, the **Regal Queen**. Below we give a list of a few of the patterns; space is too valuable to admit of naming all: 1 People for Heart, 1-2 inch; 2 Tidy design, 1-2 inch; 3 Splendid Floral design, 2 inch; 4 Golden Rod, 4 inch; 5 Pond Lilies; 6 Fan; 7 Moss Rose Bush; 8 Tube Roses; 9 Wheat; 10 Oak Leaves; 11 Maiden Hair Ferns; 12 Boy; 13 Girl's Head; 14 Bird; 15 Strawberry; 16 Owl; 17 Daisies; 18 Apple Blossoms; 19 Calla Lily; 20 Lily; 21 Anchor; 22 Morning Glories; 23 Japanese Lilies; 24 Rabbit; 25 Bunch Forget-me-nots; 26 Fuchsias; 27 Bell Drops; 28 Fan; 29 Clown's Head; 30 Cat's head. 75 other splendid patterns are included in this **Regal Queen** of stamping outfits—in all 100 patterns. Safe delivery guaranteed. Possessing this outfit any lady can, without expense, make home beautiful in many ways, can embroider children's and their clothing in the most artistic manner, and readily make money by doing stamping, Lustré, Kensington and Hand painting for others. A good stamping outfit is indispensable to every woman who cares to make home beautiful. This outfit contains patterns for each and every branch of needle work, flower painting, etc., and the **Book of Instructions** makes all clear and ready easy. This outfit will do more for HOME and LADIES than many lines of the most costly of a trial year subscription spent otherwise; no home should be without it. The beautiful designs of this **REGAL QUEEN** of outfits are ALL THE FASHION wherever worn; when ever one or two reach a locality, their fame spreads, and many TRIAL YEAR subscriptions usually follow. Many who have paid from \$1 to \$5 for outfits and were satisfied until they saw our designs, have secured our outfit and laid aside forever the others. These who subscribe will find the papers well worth several times the trifling cost of a trial year subscription, and the majority will make up to us the loss, that this year we incur, through such a low price, by continuing subscribers, year after year, at the regular price, which all will be willing to admit is low enough. The money will gladly be refunded to any one who is not fully satisfied. Address: **GEORGE STINSON & CO., BOX 288 PORTLAND, MAINE.**

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A MANUFACTURER'S ENTIRE STOCK, JUST PURCHASED, (NEW STYLES,) COMPRISING WILTONS, BOBY AND TAPESTRY BRUSSELS, AND EXTRA SUPER INGRAINS, TO BE CLOSED OUT QUICKLY REGARDLESS OF COST OF PRODUCTION.

SPECIAL BARGAINS.
WILTON VELVETS,
800 PIECES, ENTIRELY NEW DESIGNS AND COLORINGS, AT LESS THAN THE PRICE OF AN ORDINARY BRUSSELS.

MATTINGS.
JAPANESE AND CHINA STRAW MATTINGS, OUR OWN DIRECT IMPORTATION.
FINE FANCY PATTERNS AND JOINTLESS WHITE MATTINGS AS LOW AS
85 PER ROLL OF 40 YARDS.

OIL CLOTHS, LINOLEUMS AND LIGNUMS FOR OFFICE FURNISHINGS. AN ENDLESS ASSORTMENT.

LACE CURTAINS,
AND COTTAGE DRAPEY IN ENDLESS VARIETY.

Sheppard Knapp & Co.,
Sixth Ave., 13th and 14th Sts.

THE GREAT AMERICAN TEA COMPANY
GREATEST INDUCEMENTS EVER OFFERED. Now's your time to get up orders for our celebrated **TEAS AND COFFEES**, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor Hanging Lamp, or Watch, or Webster's Unabridged Dictionary. No house can give the same quality of goods and premiums as we. We stand at the head and defy competition.
For full particulars, address:
THE GREAT AMERICAN TEA COMPANY
P. O. Box 299. 31 & 33 Vesey St., New York.

**MANLY PURITY AND BEAUTY**

CUTICURA REMEDIES CURE
SKIN AND BLOOD DISEASES
FROM PIMPLES TO SCROFULA

NO PEN CAN DO JUSTICE TO THE EXTREMES IN which the CUTICURA REMEDIES are held by the thousands upon thousands whose lives have been made happy by the cure of agonizing, humiliating, itching, scaly and pimply diseases of the skin, scalp, and blood, with loss of hair. CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, are a positive cure for every form of skin and blood disease, from pimples to scrofula. Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by the **POTTER DRUG AND CHEMICAL CO., Boston, Mass.** Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.
Rheumatism, Kidney Pains and Weakness speedily cured by CUTICURA ANTI-PAIN PASTER, the only pain-killing plaster

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NEW YORK.

WE SELL EXCLUSIVELY FOR CASH IN EVERY INSTANCE. ALL OTHER HOUSES BASE THEIR PRICES ON THE LOSSES INSEPARABLE FROM A CREDIT SYSTEM, AND CASH BUYERS ARE THE LOSERS TO THE EXTENT OF THE PREMIUM THEY HAVE TO PAY TO COVER THESE LOSSES.

MEN'S UNLAUNDERED SHIRTS, 74c.
LADIES' & CHILDREN'S MUSLIN UNDERWEAR.
ALL MANUFACTURED ON THE PREMISES. BEST MATERIAL AND CONSCIENTIOUS WORKMANSHIP GUARANTEED.

LINEN GOODS
OF ALL KINDS.
BLANKETS, FLANNELS,
LACE CURTAINS,

BLACK AND COLORED
Silks, Satins, Plushes,
Dress Goods,

TIN, WOODENWARE, CROCKERY CHINA
AND GLASS WARE, CUTLERY, AND
HOUSE-FURNISHING GOODS OF
EVERY DESCRIPTION.

Ladies', Misses' and Children's
Shoes.

Boys' and Youth's Clothing.
FISHING TACKLE
AT FULLY ONE-THIRD LESS THAN
USUALLY CHARGED.

MAIL ORDERS CAREFULLY EXECUTED

NEW CATALOGUES
JUST OUT.

MAILED UPON RECEIPT OF 10 CENTS.

R. H. MACY & CO.

Musical, far reaching & highly satisfactory Bells for Schools, Churches, etc.
MENZEL & CO., Estab-
lished 1896.
Description prices and on application.

GOOD NEWS TO LADIES!

SEND A CUP OF GOOD TEA AND COFFEE.
Send to the OLD RELIABLE, No Humbug.

Greatest inducements ever offered. Now's your time to get up orders for our celebrated **TEAS AND COFFEES**, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band or Moss Decorated Toilet Set, or White Granite Dinner Set, or Beautiful Parlor Hanging Lamp, or Watch, or Webster's Unabridged Dictionary. No house can give the same quality of goods and premiums as we. We stand at the head and defy competition.
For full particulars, address:
THE GREAT AMERICAN TEA COMPANY
P. O. Box 299. 31 & 33 Vesey St., New York.

Lady of the house:—"Jane, who is that girl that just left the kitchen?" Jane:—"Oh, ma'am, that's the lady what works for the woman across the street."

Gentleman (to Uncle Rastus, who is troubled with a balky mule):—"Uncle Rastus, do you think kicking that mule in the stomach will make him go?" Uncle Rastus:—"Dahain't nuffin' wot'll make dat mule go when he 'cludes not to, sah. I'm only kickin' him for my own satisfaction."

"What would you do with a man who does not keep his sidewalk clear of ice at this season of the year?" "Cremate him, and spread his ashes where they would do the most good."

Yellowstone National Park.

The teachers of the United States, in connection with their annual meeting July 17th to 20th at San Francisco, will be offered the grandest excursion imaginable, and at rates extremely low considering the long distances to be traveled, which will average west of the Missouri river and St. Paul, nearly 5,000 miles.

It is the general feeling among the teachers, that while the west-bound trip may be made via Kansas City, Council Bluffs, Atchison, or Pacific Junction, and any one of the southern trans-continental lines, the return trip must be made by the great Yellowstone Park and dining car route—the popular Northern Pacific railroad, the Yellowstone Park being the point toward which all eyes are directed.

The recent completion of the all-rail route between San Francisco and Portland, Ore., called the "Shasta line," as well as the completion of the cascade division of the Northern Pacific from Tacoma to Pasco, the point of junction with the older route along the Columbia river, will make this the favorite line for the return trip.

Teachers en route to the meeting should see for themselves, that the return portion of the trans-continental excursion ticket, which will be issued them at St. Louis, New Orleans, or some one of the Missouri river points named above, reads for the return trip via Portland, Ore., and the Northern Pacific railroad.

The side trip from Tacoma to Sitka, Alaska, is one of the principal attractions possessed by this route.

Farmer (to old darkey driving canal-bored mules):—"I say, uncle, what d'ye get a day for drivin' them mules?" Old darkey:—"I don't git nuffin' 'cept my passage. Ise gwine ter Albany, an' de cap'n 'greed ter let me wuk my way."

IMPORTANT.

When visiting New York City, save Baggage Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot.
600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan. Elevators and all Modern Conveniences.

Restaurants supplied with the best. Horse care, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel, than any other first-class hotel in the City.

ADVICE TO MOTHERS.

MRS. WINSLOW'S SOOTHING SYRUP should always be used for CHILDREN TEETHING. IT SOOTHES THE CHILD, SOFTENS THE GUMS, allays all pain, CURES WIND COLIC and is the BEST REMEDY FOR DIARRHOEA. 25 CTS. A BOTTLE.

There is about as much spring in the Waterbury watch as there is in two years in New England.

Wife (on her husband's return from his office):—"I came across a lot of your old love-letters to-day, dear, in one of the trunks up-stairs. Ah, John, how you did love me!" Husband:—"Yes, indeed. Is dinner ready? I'm as hungry as a tramp."

That Tired Feeling

Season is here again, and nearly every one feels weak, languid, and exhausted. The blood laden with impurities which have been accumulating for months, moves sluggishly through the veins, the mind fails to think quickly, and the body is still slower to respond. Hood's Sarsaparilla is just what is needed. It is, in a peculiar sense, the ideal spring medicine. It purifies, vitalizes, and enriches the blood, overcomes that tired feeling.

Father:—"What do you think of a boy that throws a banana skin on the sidewalk?" Son:—"I don't know. What do you think of a banana skin that throws a man on the sidewalk?"

A Great Offer.

No matter in what part you live, you had better write to Hallett & Co., Portland, Maine, without delay; they will send you free information about work that you can do and live at home, at a profit of from \$5 to \$25 and upwards daily. A number have earned over \$50 in a day. Both sexes. All ages. You are started in business free. Capital not needed. Every worker who takes hold at once is absolutely sure of a snug little fortune. Now is the time.

Long-Standing

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